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ABSTRACT

The document is the first of three volumes (Volume 3 is a film) dealing with the demonstration of dissemination practices on special class instruction for the mentally handicapped utilizing master teachers as inservice educators. Volume I is a report on functions and guidelines for replication. Inherent in the volume is a detailed discussion on the design of the model. Every aspect of the project is reviewed. An overview of the model, consulting teacher concept, development of curriculum materials, training sessions, special activities, and an organizational model for operations and continuation are given. (CD)

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FINAL REPORT

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DEMONSTRATION OF DISSEMINATION PRACTICES ON SPECIAL CLASS INSTRUCTION FOR THE MENTALLY RETARDED: UTILIZING MASTER TEACHERS AS IN-SERVICE EDUCATORS

Volume I of III Volumes: A Report on Functions and Guidelines for Replication

Edward L. Meyen
Principal Investigator
The University of Iowa
Iowa City, Iowa 52240

November 1969

Department of Health, Education, and Welfare

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EC 031 249

Department of Health, Education, and Welfare

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Bureau of Education for the Handicapped

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PREFACE

Final reports are intended to convey to the reader a description of the research methodology employed and the results obtained. While this investigator is concerned with these objectives, the nature of this demonstration project, which combines a reliance on the talents and resources of individuals and agencies with a system for stimulating the motivation of teachers, does not lend itself to the typical reporting pattern. In an attempt to communicate the many tasks involved in operating the model, the processes utilized in developing materials, and the sometimes subtle techniques relied on in maximizing the participation of individuals and agencies, a three-volume report has been prepared. Each volume is independent but related and prepared with a different audience in mind.

Volume I . . . A Report on Functions and Guidelines for Replication.

Inherent in this volume is a detailed discussion on the design of the model. Every aspect of the project is reviewed. This is a descriptive report prepared for those persons who are seriously interested in the model. It is organized according to major functions.

Volume II . . . A Report on the Evaluation of Project Activities.

Sufficient information on the overall project is included to provide the reader a meaningful frame of reference. However, the major emphasis of this volume is on reporting data regarding the effectiveness of the model.

Volume III . . . A filmed report . . . So You Want A Better Teacher?

SECDC's model of in-service training for teachers of the mentally retarded. 15 minutes animated, color. An overview of the SECDC in-service training system with a focus on the leadership role of the consulting teacher. Illustrates the nature of SECDC's interagency involvement, and documents the SECDC dissemination system from production to training session to field session. The film begins with a recognition of the problems faced by special class teachers, works toward an understanding of the responsibilities of the consulting teacher, and concludes with an inside view of the SECDC system at work.

ACKNOWLEDGEMENTS

The consulting teachers deserve considerable praise for their willingness to assume a role new to them and new to their colleagues. Their enthusiasm and desire to fulfill the expectations held by the staff was a major factor in the success of the project.

Bernadine Carlen
Winnie Carlson
Yvonne Chadek
Pearl Cords
Mary Curly
Evelyn Davison
Fran Dempster
Alberta Ekholm
Zola Garnass
Margaret Grassley
Charlene Hamilton
Mary Hickey
Sylvia Hogan
Nancy Kurth
James Lyons
Ann Mackey
Eva Macklin
B. Dorris Martin
Joan Mouw
Ione Perry
Ann Pressley
Julia Richardson
Avis Scott
Mary Jean Sweet
Gladys Temple
Agnes Terry
A. Carol Tiler
Toni Van Cleve
Elizabeth Vogel
Mary Ward
A. Maurine Waughtal
Dorothy Weatherly
Ruth Wood
Dorothy Ziegler

The SECDC program, while a needed service in Iowa, added to the responsibilities of the several educational agencies involved. The manner in which they responded reflects a level of professional concern more frequently talked about than observed. The University of Iowa and the Iowa State Department of Public Instruction, in particular, committed resources to the project beyond anticipation.

The investigator is personally indebted to the many individuals who served on the SECDC staff for their commitment to the ideals of the project, the enthusiasm they shared with the consulting teachers, their creativity, and for their tolerance. Without their collective effort and the candidness with which they communicated, the objectives of the project would not have been attained.

Several persons deserve special mention. While some made their contributions as staff members, others influenced the success of the project through their leadership and administrative position. They include Phyllis Carter, Munroe Shintani, and Bernie Walden of the SECDC staff; Paul Johnson, State Superintendent; Drexel Lange, Associate State Superintendent; Richard E. Fischer, Director of Special Education for the Iowa State Department of Public Instruction; Howard Jones, Dean at the College of Education, and Clifford Howe, Chairman of the Division of Special Education for The University of Iowa; and Ira Larson, Assistant Superintendent for the Joint County System of Cedar, Johnson, Linn and Washington Counties. Donald L. Carr, Associate Professor at the University of Oregon, should also be acknowledged for his contributions as co-investigator during the first year of the project.

Lastly, appreciation is due to the special class teachers in Iowa. For their interest in strengthening their instructional programs and for their willingness to share in a new venture, the investigator remains indebted.

SUMMARY

The in-service training model for teachers of the mentally retarded developed through this study is now an on-going service of the Iowa State Department of Public Instruction. The conceptualization and research of the model was done by The University of Iowa under a three-year demonstration grant from the United States Office of Education. The model is based on the premise that special class teachers are sensitive to their instructional problems and given sufficient support, possess within their ranks the necessary leadership talent to conduct their own in-service training. The major objective of the model was to involve all teachers of the educable mentally retarded in an in-service training program on a voluntary basis. To attain this goal it was assumed that the model would need to allow for the participation of teachers in the decision making process relative to the nature of the input, as well as to the organizational procedures employed. The ultimate design of the model evolved from a process which was sensitive to the expressed concerns of teachers and which was aimed at making maximum use of their leadership talent. Throughout the grant period emphasis was given to refining the model with an aim toward continuing, as an on-going service, those aspects of the model which prove to be effective.

The state was divided into sixteen goegraphic areas. A teacher was selected from each area plus one from the four largest population centers to serve as a consulting teacher. In general, the consulting teachers represented individuals who were considered successful teachers by their administrators, respected by their colleagues, and who had demonstrated the ability to work well in group situations. They were trained by the project staff to serve as in-service educators. Following the training, which was provided quarterly, the consulting teachers returned to their home areas to conduct monthly in-service sessions. Curriculum documents based on expressed needs of Iowa special class teachers were developed by the project staff and served as the input for the field sessions conducted by the consulting teachers. The publications took the form of instructional units, courses of study, and guidelines on curriculum planning. For the most part, the materials were designed for immediate use by teachers. The field sessions became the dissemination vehicle for the curriculum publications. They also served as a means of increasing communication among special class teachers. The latter feature was particularly important considering the ruralness of Iowa.

Although participation was voluntary, the average attendance at the field sessions was approximately twenty-five. Thus, the consulting teachers became closely acquainted with the teachers who attended their sessions. Ninety per cent of the teachers of the EMR employed in Iowa participated in the monthly field sessions. The teacher-teacher dialogue, coupled with the availability of materials prepared specifically for them, provided the motivation for the high rate of attendance.

The consulting teacher concept capitalizes on the leadership talents of teachers and makes efficient use of agency resources. It also serves as a training model for supervisors and consultants. Many of the teachers who served as consulting teachers were later employed as supervisors. Their experience with the project gave them visibility as well as an opportunity to develop their leadership skills.

While the role of the consulting teacher was the key to the model, the involvement of educational agencies was extensive. The University of Iowa housed the development staff, the Iowa State Department of Public Instruction provided the coordination of field sessions and financial support, the Joint County System of Cedar, Johnson, Linn, and Washington Counties printed the materials, local districts made available facilities for the field sessions, and the United States Office of Education provided a significant source of funding. The major investment by participating agencies resulted from the efforts of the project staff to match expectations with agency resources. Agencies were asked to contribute only those services and resources which were within their capabilities. They were not asked to assume responsibilities for which they were not equipped. This enhanced their involvement and facilitated the collaborative efforts required to sustain the project.

In addition to producing curriculum materials and establishing a state-wide system of in-service training for teachers of the educable mentally retarded, the project also sponsored curriculum conferences, meetings for administrators, produced films, and in general, stimulated the development of resources to aid teachers in their instructional tasks.

Evaluation of the project was a continuous activity. Observation techniques, videotaping, field testing, and a variety of questionnaires were employed as a means of assessing the effectiveness of the model. All of the field sessions, which represented the millieu within which the in-service experience took place, were evaluated. A special effort was made to immediately utilize the feedback gained from the evaluation procedures in refining the model.

A comprehensive survey of participating teachers, principals, consulting teachers, and directors of special education was employed at the termination of the project to assess the effectiveness of the model as perceived by different groups of educators. The success of the project was reflected in its widespread acceptance by teachers and administrators. The increased investment of Iowa funds during the initial three years plus the establishment of the project as an integral service of the State Department is additional evidence of the program's value to teachers.

CHAPTER I

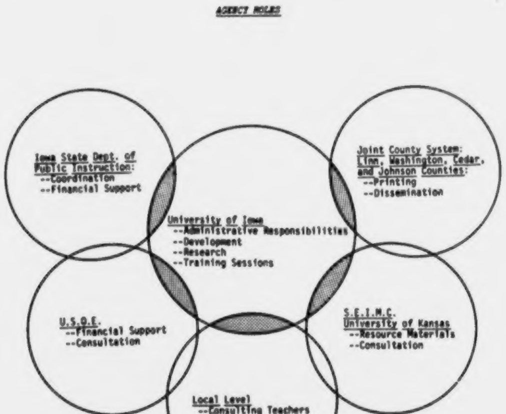
AN OVERVIEW OF THE SECDC MODEL

The Special Education Curriculum Development Center in-service training model is designed to make maximum use of state and local special education resources. Teachers are trained and guided as in-service educators, and educational agencies are involved as major sources of support. This model was developed in the fall of 1966, in response to a general awareness of the need to assist special class teachers in coping with their instructional problems. The University of Iowa and the Iowa State Department of Public Instruction provided leadership in the design and implementation of the SECDC model, while local and intermediate level educational agencies later assumed significant roles in the operation of the program.

The need for services of the type provided by SECDC was made evident by the expressed concern of special class teachers, administrators, and representatives of agencies attempting to meet the service needs of teachers working with mentally retarded children in the public schools. The number of classes for the educable mentally retarded was increasing at a rate much beyond the supply of trained teachers. Of the 509 teachers of the educable mentally retarded employed in Iowa during the 1965-66 school year, only 204 were fully certified. Of these approximately 65 per cent held bachelor degrees, 12 per cent held masters degrees and 23 per cent had less than a bachelor degree. In addition, a large number of these teachers were being hampered by having to teach in less than desirable physical facilities, were somewhat isolated in that they were one of two or three special class teachers in their respective systems, and did not have available to them needed consultative assistance. Teachers often met administrative apathy when they sought help. Such a response from administrators was not due so much to a lack of interest as to a lack of direction and resources upon which to draw.

Attempts to alleviate these problems had been sporadic at best. In-service training, for the most part, was short-term and was offered only on an infrequent basis. The subject matter was often geared to regular class teachers rather than to teachers of the mentally retarded. Many administrators would unilaterally appraise the strengths and weaknesses of their program, then act accordingly to establish independent program goals. Still other administrators subordinated teacher needs, and arranged in-service training services according to easily accessible resources. Special studies institutes sponsored by the Iowa State Department of Public Instruction under Public Law 85-926 were being used to cope with specific needs but lacked continuity and were limited in the number of teachers they could benefit. Extension courses were also being offered by three colleges and universities. There was no systematic approach, however, to the provision of in-service training teachers of the mentally retarded.

Teachers like workshops conducted by people with practical experience.


AGENCY ROLES
Iowa State Dept. of Public Instruction:
--Coordination
--Financial Support
Joint County System: Linn, Washington, Cedar, and Johnson Counties:
--Printing
--Dissemination
University of Iowa
--Administrative Responsibilities
--Development
--Research
--Training Sessions
U.S.O.E.
--Financial Support
--Consultation
S.E.I.M.C.
University of Kansas
--Resource Materials
--Consultation
Local Level
--Consulting Teachers
--Facilities for Field Sessions

The void in supportive services for teachers and the rapid growth in special classes, coupled with an increasing concern for the quality of instruction being provided mentally retarded children, demonstrated the urgent need for a major thrust in programs of in-service training. It was also apparent that growth in teacher training programs would not substantially alter the situation in the immediate future. For the most part, teachers presently in the field and in need of service and materials would continue to represent the majority of available teachers in the foreseeable future.

If a change in the direction of assisting teachers were to come, one that would ultimately influence the quality of instruction offered to retarded children in special classes throughout Iowa, a major commitment would be required by several agencies, and a number of conditions would have to be met.

These conditions were based on the premise that goals should be long-range; once operational, the program would become a source of support on which teachers could depend. This precluded short-term approaches such as publishing a curriculum guide, or sponsoring annual regional workshops. It created a set of demands which called for decisions, commitments, and a significant investment at all levels of educational agencies in Iowa.

Conditions to be Met

Systematic. The structure must be organized in a manner which allows for broad agency participation, and which facilitates coordination. It should be designed so that teachers understand the process in which they are involved. The input must be well defined and planned, so that teachers can anticipate the nature of the service they will receive. Continuity, of course, would be essential.

State-wide Coverage. In order to have a significant impact on the overall quality of programs for the mentally retarded, the model would have to be state-wide in design. If only the large population centers were served, many teachers would not be involved. Both rural and city teachers must be served.

Involvement. The model must be capable of demanding and obtaining maximum involvement. A state-wide mandate for compulsory participation was immediately ruled out, and voluntary attendance was encouraged. Obviously, this meant a high risk: teachers who are not sensitive to their own teaching needs might not attend. This factor became a frame of reference in the planning process. The planners were continually cognizant of the need to design a model which, in itself, would attract the participation of teachers.

Very pertinent! Very useful!

Relevancy. The input, as well as the structure of the in-service training program, would have to "make sense" to the teachers. The experiences would have to be meaningful, have immediate application, and offer an optimistic outlook.

Teacher base. A major condition centered around the teacher; her role in decision-making, as well as in the actual operation of the program, must be primary. This is placed high in the priorities of conditions to be met for two reasons: first, their involvement would enhance their motivation to participate; and, second, without their participation in the operation, it was questionable if resources would be sufficient to make the program feasible.

YES–If not always relevant, easy to adapt.

Flexibility. The structure, including the input, cannot be rigid. It would have to be designed so that the subject matter could be altered if the teachers felt that changes were warranted. Also, the organizational aspects of the model would need to be sensitive to the needs for change.

Status. Somehow the approach must attain status in the eyes of teachers as well as administrators. In other words, rather than becoming an adjunct to the regular in-service training program, it should be designed in a manner which will give it visibility, and which is significant enough to achieve the respect of those involved.

I feel teachers should be treated as good as some college consultant who certainly does not donate his time but many times fails to earn his money.

Another factor, which was more of an operational principle than a condition to be met, was that the system must be designed so that eventually it could become a sustained service cooperatively supported by state, local, and regional resources. This principle was couched within the realization that outside funds would be required initially for demonstration purposes if the program was to be established at that time. Had Title VI funds of ESA been in existence in 1966, such funds could have been appropriately used to launch the program.

If the agreed conditions were to be met, certain alternatives were immediately eliminated. For example, it is unrealistic to depend on resources which are only minimally available, already overcommited, or which cannot be counted upon to materialize in the future. Consequently, the use of the State Department, University, and/or local supervisory staffs to conduct in-service training was ruled out. Rather, it was decided to explore alternatives which capitalized on the large resource of teachers presently employed as teachers of the mentally retarded in Iowa.

Brief Description of SECDC Model

The system finally agreed upon met the conditions: a statewide in-service training program which utilizes master teachers as in-service educators. The model had three major elements: first, interagency involvement; second, the use of teachers as in-service educators; and third, the production of curriculum materials designed specifically for use with the mentally retarded. The initial emphasis is on serving teachers of the educable mentally retarded, with participation open to teachers of the trainable retardate. The latter decision was made with the idea that much of the materials and discussion topics would also be applicable to those who work with the trainable mentally retarded. A long-range objective is to eventually structure a program specifically for teachers of the trainable mentally retarded.

Interagency Participation

No preconceived ideas regarding the roles of agencies prevailed during the planning stages, except the principle that agencies would not be asked to perform tasks for which they were not equipped. Rather, there must be an attempt to match function with resources. Participation, for SECDC's purposes, is defined as direct involvement. By this is meant contributing available resources and accepting responsibility for prescribed functions. The three major agencies initially involved included The University of Iowa, the State Department of Public Instruction, and local special education administration units. In some cases the latter agency was a county or multi-county program; in other situations, it was in an independent school district.

While a central administrative structure was viewed as being essential to operating the service, the interagency nature of the program requires a system which does not restrict the established roles of participating agencies. In order for this to be accomplished it was considered essential that the overall program be viewed as a cooperative venture, and that the staff members be knowledgeable of the roles traditionally performed by the participating agencies. Although the focal point for administering SECDC was through the University, the operational tasks were divided by function among the relevant agencies. The director, by definition, administers the production aspects of the program and coordinates the activities among participating agencies.

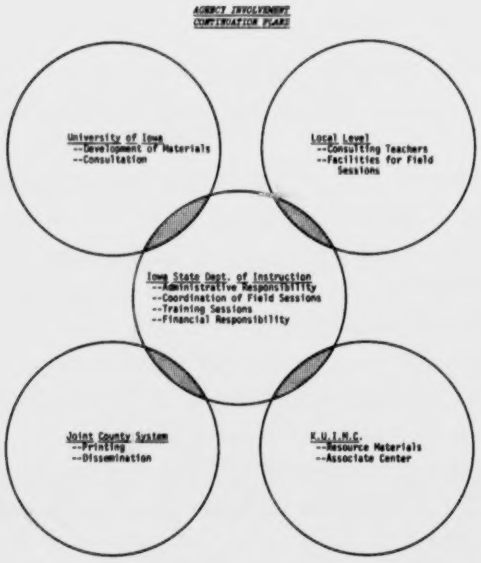
To me, director, coordinator, doctor, and all seemed like "learners."

College of Education, University of Iowa. The University ultimately became the applicant agency for a demonstration grant under Title III of PL88-164 through the U.S. Office of Education. Since the first year's operation was primarily supported by funds from the grant, the University was the center for most administrative functions affecting the total program. The decision-making, however, allowed for broad involvement. The staff of the Special Education Curriculum Development Center, with the exception of the consulting teachers and the field coordinator, was housed in the College of Education.

The crucial function to be performed at the University was the production of curriculum materials. The materials were to be developed in accordance with the expressed needs of teachers in the field. It was felt that the University, because of its research, experimental, and library resources, plus its ability to recruit curriculum development personnel, was in the best position to carry out this function. As a result, all production activities including writing, research, and printing took place at the University during the first year.

It later became apparent that the printing function was not compatible with the skills of curriculum development. Persons with printing skills would need to be added to the staff; otherwise the production system would be greatly hampered. At this point a contractual agreement was reached with the Joint County System of Cedar, Johnson, Linn, and Washington Counties in Cedar Rapids, Iowa. They were able to do the printing, and were only 25 miles away. This improved the physical product, and also allowed the staff to concentrate its efforts on development.

Iowa State Department of Public Instruction. In contrast to the functions of a University, service is a primary function of a State Department of Public Instruction. However, direct services to individual children or even to teachers is not feasible. The service function, by necessity, takes the form of stimulating the development and operation of services. Improvement of instruction through the development of a state-wide in-service training program is a service task, and is eminently compatible with the resources of a State Department.


AGENCY INVOLVEMENT
CONTINUATION PLANS
University of Iowa
--Development of Materials
--Consultation
Local Level
--Consulting Teachers
--Facilities for Field Sessions
Iowa State Dept. of Instruction
--Administrative Responsibility
--Coordination of Field Sessions
--Training Sessions
--Financial Responsibility
Joint County System
--Printing
--Dissemination
K.U.I.M.C.
--Resource Materials
--Associate Center

The State Department of Public Instruction in Iowa assumed responsibility for coordination of the in-service training sessions. This involved scheduling, conferring with local administrators and establishing a communication system among the consulting teachers. A full-time field coordinator was employed by the State Department. While his major responsibility is to coordinate the SECDC field sessions, he also represents the State Department and provides consultative services locally while fulfilling his coordination duties. In addition, the involvement of the State Department of Public Instruction later developed into a major source of financial support.

Local Educational Agencies. Local special education units played a significant but less visible role in the initial operation of SECDC. Their primary role was one of allowing selected teachers to serve as consulting teachers. This means that during the course of the year those teachers selected to serve as consulting teachers would be absent as much as eight full days. It would also be necessary for them to be allowed free time for preparation of their field sessions. The same districts would also have to make facilities available and tolerate certain inconveniences. They also had to take the leadership in obtaining substitute teachers during the absence of the consulting teachers. While only 20 teachers were involved as consulting teachers, they did come from different districts; consequently, there were at least 20 local agencies which had to fulfill this particular role. The other local agencies sponsoring special classes assumed the role of encouraging their teachers to attend. In some cases this meant allowing them to leave school early in

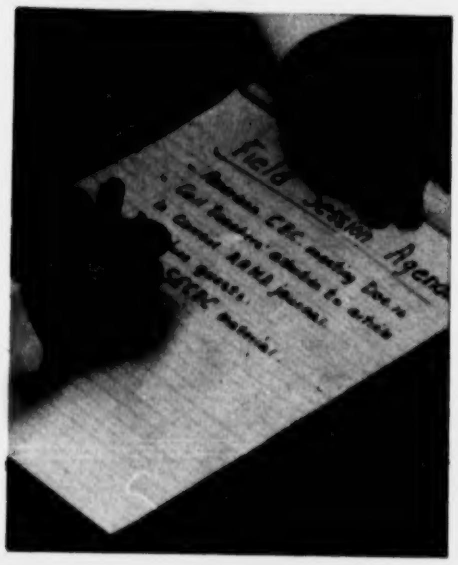
My superintendent voluntarily suggested that I leave school early in order to attend the SECDC field sessions.

order to reach the meetings at the scheduled time. A number of school districts also granted credit toward salary increments for participation in the in-service training sessions.

Printed by
the
Joint County System
of
Cedar, Johnson, Linn,
and
Washington Counties
CEDAR RAPIDS, IOWA 52401

The Joint County System of Cedar, Linn, Johnson, and Washington Counties. This particular intermediate unit, beginning in the second year of the project, provided printing services and also assumed responsibility for mailing of all materials to the consulting teachers and to selected individuals. They also published the *Newsletter,* selected materials, and provided technical and equipment resources in videotaping.

Consulting Teachers' Function



One experienced special education teacher was selected from each of 16 multi-county districts in the state of Iowa. An additional experienced teacher was selected from each of the four largest population centers in the state. Thus, a total of 20 teachers made up the team of consulting teachers. The consulting teacher's responsibility began with participating in training sessions at The University of Iowa. These particular sessions were designed to introduce the consulting teachers to the materials which would be disseminated through their field sessions. The consulting teachers then returned to their home areas and conducted field sessions. The field in-service training sessions were held monthly during the first year of the project.

During the second year of the project, six sessions were held; the months of September, December, and June were eliminated from the academic yearly schedule. The consulting teachers assumed full responsibility for scheduling their sessions, mailing invitations to special class teachers in their area, and negotiating administrative support by printing the invitations in advance, maintaining an up-to-date mailing list, and providing the consulting teacher with all materials required for their presentations. The coordinator also attended the sessions and maintained close liaisonwith them to facilitate their preparation and conduct of the sessions.

Production of Materials

During the planning stages of the project an extensive survey was made of all teachers of the mentally retarded in Iowa in order to ascertain some priorities regarding topics which presented problems to them in their instructional programs. These priorities became the guidelines for the production of materials by the SECDC staff atThe University of Iowa. An extensive curriculum guide was prepared for each field session. For the most part the materials were designed for immediate application. In general, they were not all inclusive; they provided selected references to related literature. They were primarily intended to support the teacher in the particular subject matter area, and to prepare her to extend the document through her own efforts.

I think the arithmetic guide is excellent. I was also well satisfied with the November meeting. The teachers told me how much they got out of it –

A major concern of the production staff was to avoid restricting the teacher in her use of the materials. In general, the topics considered were topics on which very little material was currently available on the market. The materials were intended, in addition to being a resource for the teachers, to serve as a focal point for discussion during the field sessions. The curriculum guides were disseminated only through the field sessions. However if a teacher could not attend a field session, then she was allowed to have a colleague pick up the material or arrange for it to be mailed to her.

The Project in Review

The whole group was very enthusiastic about the publication and took special interest in the other bibliography uses.

An advisory board (See Appendix B) was organized early in the operation of the project, following funding by the U.S. Office of Education. While the Board advised on major policy decisions, its primary function was to plan for the continuation of the services as a state supported service following the termination of the grant three years hence. The board is comprised of representatives from the State Department of Public Instruction, The University of Iowa, and the Joint County System, and a director of special education from a county unit.

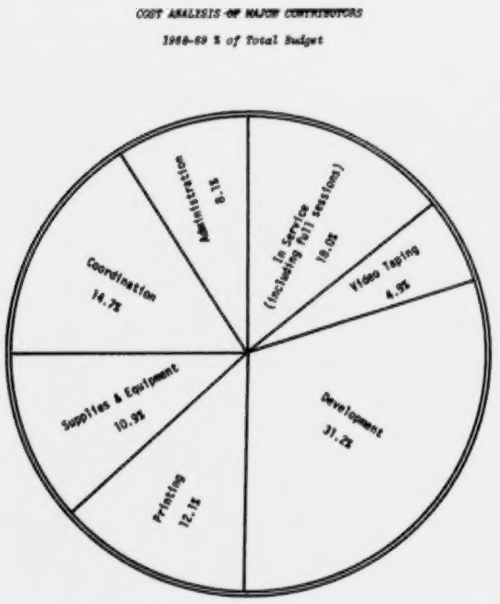
The decision to divide the task according to functions compatible with the resources of respective agencies proved to be the key to avoiding administrative problems. Each agency was capable of carrying out its role, which collectively enhanced the overall success of the project. Minor problems were easily resolved among key personnel or through the advisory board. The SECDC staff, including the consulting teachers, were able to present the project to the participants state-wide as a cooperative venture. A major attempt was made to always identify the project with the participating agencies, and to emphasize the role of the State Department of Public Instruction. The reason for stressing the role of the State Department is related to the anticipated role it will play in continuing the project as an on-going service following the termination of the grant. The feedback from administrators, as well as teachers, suggested that this identification was successfully accomplished.

At first you really had challenging obstacles to overcome. Still, we always went home enthused and full of information – even when some of the presentations weren't completed you had enough to give us to feel secure.

The SECDC project was funded November 1, 1966, as a demonstration proposal from the U.S. Office of Education to The University of Iowa. The stated objectives were: first, to demonstrate that a state-wide coordinated in-service education program dependent upon master teachers (consulting teachers) can be effective in the improvement of instructional programs for special classes servicing educable mentally retarded children; and second, to bridge the gap between the researcher and the special class teacher. From the very beginning the project was approached with an attitude of optimism on the part of all concerned. While success was dependent on the effectiveness of several agencies and individuals, the teachers' need for help was obvious and the staff's commitment to improve instruction was beyond question. But an unknown quantity lay in the consulting teacher concept central to the whole model. The administrators in the project, however, were convinced that teachers could be selected who had the talent and skill to carry the responsibility, especially if SECDC could generate enough enthusiasm for their assigned tasks.

Particularly, in addition to the materials themselves, the "enthusiasm" of the whole project–SECDC staff and the Consulting Teachers–this transmits to the special education teachers in the field sessions and makes it all so worthwhile!

Enthusiasm and status thus became the by-words. The SECDC staff invested heavily in giving status to the consulting teachers as individuals, and particularly as key participants in the project. Enthusiasm was seen as a contagious element, meaning that it first must prevail among the central staff members, rather than staged. It was acknowledged that blind enthusiasm is hazardous, but a deep conviction about the task at hand tends to generate enthusiasm. As it turned out, the growing momentum of work and commitment continually added the needed enthusiasm. The monumental production and coordination tasks involved in implementing such a project were bound to require a work load beyond the call of duty. This was of particular concern since only the coordinator was full-time, and a variety of persons had served on the SECDC staff. It was also apparent that if teachers were to assume a new role while maintaining their teaching duties, their motivation would have to be equally high. The stipend paid consulting teachers for their efforts was, unfortunately, only a token award. But the intrinsic drive the teachers developed as a result of the intangible rewards they received became the true reinforcement. Subtle as these rewards were, they were planned and counted upon. Enthusiasm had been planned, but never simulated.



Once the project was funded, the goal became one of implementing the service as quickly as possible. This meant that the teachers in the field would have to be surveyed relative to the topics which were of most concern to them; that teachers would have to be selected to serve as consulting teachers; that procedures would have to be structured which would facilitate the local arrangements for the field sessions; that the production of materials would have to move rapidly; and that the training sessions for consulting teachers would also have to be designed and carried out soon. Meeting all these deadlines meant an immediate appointment of staff members. Fortunately, the individuals who were tapped to serve as director and coordinator were already employed by the State Department of Public Instruction and the University, and were prepared to move on to the project. The first training session for consulting teachers was held in February, and the field sessions began in March.

The first three years of operation were characterized by experimentation, change, evaluation, and an expansion of services. Throughout the demonstration period the emphasis remained on providing practical service with an aim toward the formulation of a refined model which could be sustained at the termination of the project and still employ all of the resources available within the state of Iowa. The model itself, from its inception, was simple in design and logical from the point of view of available talents and resources. The task in working toward continuation was primarily one of establishing procedures and tapping appropriate financial resources.

An interesting outgrowth of the project, one which began to materialize during its second year, was the candidness with which people could communicate. This applies to the participating teacher and her consulting teacher, as well as to the consulting teachers and the SECDC staff. People were very open with their suggestions, both positive and negative. The negative feelings, for the most part, were couched in a context of constructive criticism. For example, there was a tendency on the part of some consulting teachers to read from the curriculum guides or to be too rigid in their presentations. This information was important to the SECDC staff and was always considered in future activities.

I had set aside the last twenty-five minutes for show and tell, and had excellent participation – even among previously quiet ones.

The success of the project was reflected in the high rate of voluntary attendance at the monthly sessions and the continuing maturation of the consulting teachers. For example, the monthly attendance during the first sessions held in 1966 was approximately six hundred or 90 per cent of all teachers of the mentally retarded – including the trainable – in Iowa. Throughout the course of the project the attendance remained at this level. Whenever questionnaires were submitted to teachers, the return with no follow-up was always high. Consulting teachers openly expressed the view that the experience had made them better teachers. Many since have assumed positions as consultants or supervisors. They felt that they truly were fulfilling a professional role, and that they were being listened to as well as being asked for advice. Teachers in the field, in addition to maintaining their attendance, continually sought advice and assistance from the consulting teachers on related issues. They contributed suggestions on the materials and often volunteered to experiment with units prepared by the curriculum staff. Administrators not only openly supported the project and encouraged participation on the part of the teachers, but the State Association of Directors of Special Education, as a group, supported the project and took an active role. Building principals became involved. Many attended the field sessions; others requested personal contact with SECDC staff members. Participation in local curriculum projects were beyond the capabilities of the staffing (pattern) of the center.

It has been a wonderful experience working with all of you. Thank you so much for the privilege.

We have several student teachers attending our meetings. Can we get materials for them?

Once operational, the pattern of producing materials, conducting training sessions and disseminating material and ideas through field sessions became a fairly smooth routine. At no point, however, was it considered rote. Every session was evaluated and every session was planned. As experience was gained in the operational aspects of the project, the staff became more proficient and additional services were undertaken. For example, during the second year of the project a series of twelve workshops were held for administrators of special education. These were independent of the field sessions for special class teachers. Materials were prepared and a model for field testing was established. A cooperative agreement was reached with the curriculum project at Yeshiva University and a system for field testing their materials was implemented. Videotaping became an important technique for instruction and evaluation during the third year. A contract was reached with the Joint County System for the use of a mobile unit to videotape selected field sessions. Each month at least two field sessions were videotaped. These videotapes were then used as a means of allowing consulting teachers to view themselves and their colleagues presenting their field sessions. This allowed for interaction among the consulting teachers; it also allowed for the total SECDC central staff to view a field session even though none were in attendance. The training sessions were also videotaped to help the SECDC staff members evaluate their own presentations to consulting teachers. It soon became apparent that there were some topics of interest to special class teachers which required frequent exposure. To handle this type of topic, instructional in-service training films were developed. Once on 16mm., they could then be used on a frequent basis when and where they were needed.

The evolution of the project was from an awareness of a need, to an exploration of possible solutions and then to the formulation of a planned approach which allowed teachers to cope with their own problems. While the model is by no means an answer to all instructional problems, it does appear to be an effective vehicle for dissemination of information as well as for interaction among teachers. It's also a workable model from the point of view that it matches functions with resources in terms of agencies. It is simple in design, but functions logically and realistically.

I use the guidelines for unit development and have found them invaluable myself and in guiding student teachers. However, I haven't found any prepared starter unit which quite fit my students.

In retrospect, there were three main components to the program which emerged as somewhat independent functions. The *in-service training* – characterized by systematic scheduling, planned input, and interaction among teachers with leadership coming from within the rank – was probably the most visible element. The cumulative effect of the *state-wide focus* can be anticipated to have considerable influence on special class instruction in the future. The process employed in the development of *curriculum materials based on teacher need* and dependent on evaluative feedback from the user must be recognized as a significant contribution to the success of the project.

The quality of the materials was not intended to represent a particular level of sophistication. Rather, they were designed at a level representative of teacher needs. They were purposely developed as unfinished products with an aim toward assisting teachers in developing their own materials. The "starter unit" concept employed in the instructional units disseminated was an attempt to teach teachers certain skills in writing units, and to offer them starter units from which they could develop more extensive units.

Happiness is more than one person getting along.

Lastly, the ***interagency cooperation*** must be viewed as nothing less than remarkable. The willingness of all participating agencies to extend themselves was more than a gesture of good will. The increased investment of the State Department of Public Instruction during each year of the project is evidence of this commitment. Competition for recognition was never a problem since SECDC was consistently represented as a cooperative venture. Admittedly, cooperation is dependent on personalities. However, when the investment of funds and the commitment of resources is at a level as it was in this project, the maintenance of cooperation requires more than a close relationship among a few key individuals. Certainly in this case the determining factor was more than personality. It was a generalized commitment on the part of the agencies.

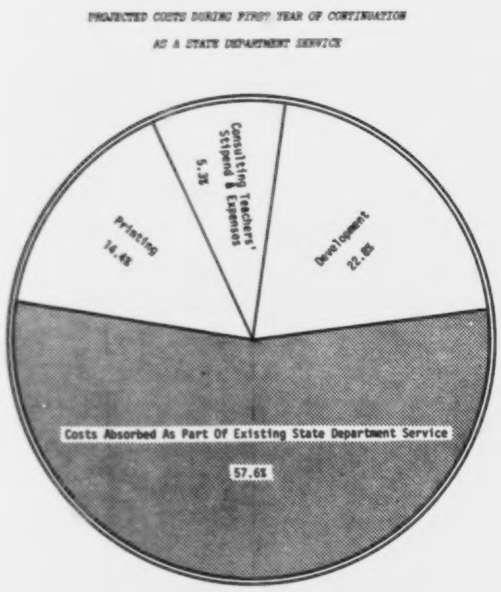
The SECDC model is being continued under the sponsorship of the Iowa State Department of Public Instruction and supported by state funds. The interagency image remains basically the same with the University and the Joint County System continuing in their production and development role on a contractual basis with the State Department. For practical purposes the service will remain the same, although the administrative structure will shift to the State Department. Because of the service function of the State Department and its concern for state-wide programming, the shift to the State Department for continuation was a logical decision. On the other hand, the University's key role during the demonstration phase was equally logical.

Implications

The implications of this model are by no means restricted to in-service training for teachers of the educable mentally retarded. It is equally applicable wherever a large number of personnel are concerned. It could work with math teachers, school nurses, regular elementary teachers, building principals, or possibly university professors. It requires an input which can be in the form of material – as it was in SECDC – or in the form of provocative ideas to stimulate discussion on relevant issues, with selected individuals from the ranks to provide leadership and coordination. While SECDC was highly organized, the model could be employed in a less structured fashion. The geographical base could be a state, large city system, or multi-county unit.

The model is not dependent on a particular agency assuming full leadership, but it is advantageous if the assigned tasks capitalize on the strength of the participating agencies. For example, in the SECDC project the University provided the curriculum development and research resources; the State Department, the coordination; and an intermediate unit, the production services. The same program for teachers of the educable mentally retarded could be developed with an Instructional Materials Center – such as a member of the Special Education Instruction Materials Centers Network – providing the development function with State Departments. Even large local districts could provide the coordination, and a private firm could provide the production. It could even be possible for an Instructional Materials Center to assume all of the functions independently. In some situations, State Departments are geared for printing, as well as being staffed for the development functions. In this particular case, the State Department might well assume the three major functions.

I've been talking up this program here in my newly adopted state–we have nothing like it here. And–I'm always enthusiastic!



If financial resources are limited on the part of a single agency, another option exists within the framework of a contractual agreement with local districts. In other words, a unit such as an Instructional Materials Center might contract with local districts to provide materials as well as training for consulting teachers. The local district then would be buying a service while using their own teachers as consulting teachers. The local district could dictate the nature of the input as well as assume administrative responsibility for the coordination of the service. If a number of districts or special education programs on a county level could agree on similar topics for a given year and purchase the service from a centralized agency such as Instructional Materials Center, the Center itself could recoup its capital, while at the same time providing a meaningful service. The cost of operating the model varies depending upon the nature of the input. If the field sessions were used to generate materials rather than to disseminate materials, then the production function could also be eliminated. This is a costly item.

While the SECDC model was greatly dependent on the production of curricular publications, the experience derived through the field sessions would suggest that interaction among teachers on a scheduled basis with some leadership would be a worthwhile experience without the materials. At the same time it is reasonable to expect that if teachers can develop leadership skills in the operation of in-service training sessions, then they can probably improve their skills in the production of materials. Certainly, special class teachers are experienced in modifying materials and creating teaching techniques. Consequently, the field sessions might well be used as production sessions with teachers collectively developing materials over a period of time. There are an unlimited number of modifications which can be applied to the SECDC model. It does require, however, confidence in the competence of the target group's ability to assume leadership roles in their own in-service training.

It gave dignity and enthusiasm to teachers who had been the step-children of education.

CHAPTER II

CONSULTING TEACHER CONCEPT

The consulting teacher concept is based on the premise that teachers themselves are most aware of the instructional problems inherent in special classes for the mentally retarded. Because of this awareness, and on the basis of a daily interaction with pupils and materials, the teacher is probably best equipped to respond positively when confronted with instructional problems or requests for help from other teachers of the mentally retarded.

Many of these teachers teach with no other special education teachers and as a consulting teacher, I guess I am their associate.

Assuming that communication would be the key to the involvement of teachers with in-service education, SECDC's objective became a teacher-teacher dialogue. This line of communication was selected over a teacher-administrator, teacher-professor, or teacher-specialist dialogue. Experienced special class teachers were then selected from different geographic areas and trained to function as in-service educators.

In contrast to the typical approach to in-service training, in which outside specialists present lectures or conduct workshops, the consulting teacher functions more as a catalyst in a continuing in-service training program. She is supported by having materials prepared for her and designed to be used specifically by teachers of the mentally retarded. She also has suggested procedures on how to conduct her sessions. This means that she has sufficient support in terms of subject matter to be covered.

The curriculum publications prepared by the SECDC staff for each session are not intended to restrict the consulting teacher, however. Rather, they are intended as a source of help for teachers in the field and a means of adding continuity to the in-service training program. The consulting teachers, from the outset, were encouraged to be innovative. They were asked to orient their participating teachers to the materials, and to stimulate discussions among teachers on relevant instructional concerns.

The SECDC staff meanwhile assumed a supportive role, while the operation of the in-service field sessions became the full responsibility of the consulting teachers. The production of materials, state-wide coordination, training sessions for consulting teachers, and major administrative tasks were the responsibility of the SECDC staff. In addition to the quarterly training sessions for the consulting teachers held at The University of Iowa, the SECDC staff corresponded frequently with the consulting teachers. The field coordinator, however, became the primary liaison person between the consulting teachers and the SECDC staff. Only on rare occasions did other staff members attend the field sessions.

I like my work and I like sharing with my co-workers.

The consulting teacher concept is dependent on the initiative of the consulting teachers in carrying out their functions and in contributing relevant feedback to the staff. Both informal and formal procedures were established to obtain information generated by teachers in the field sessions which would be beneficial in making the field sessions meaningful to teachers in the field.

In essence, the consulting teacher concept draws upon our largest resource of leadership talent – the special class teacher. It allows teachers to define their problems, communicate their needs, and contribute in resolving these problems. It provides an opportunity for selected teachers to develop their talents by assuming a leadership role outside the classroom. Over a period of time, as more teachers serve in the capacity of consulting teachers, the number of people in the field with this type of experience will become substantial. The likelihood of the consulting teacher remaining in her home area is good. Consequently, the resource of teachers who have had the experience of serving as consulting teachers will grow. They will then become another valuable educational resource.

Basic Principles

I really enjoyed preparing for this meeting.

SECDC based its consulting teacher model on a foundation of confidence in the individual teacher. SECDC assumes that teachers represent a major untapped resource of leadership talent. Of necessity, teachers are aware of their own instructional needs, most capable of articulating their own problems, and are in the best position to interact with other teachers on problems related to the classroom instruction of the mentally retarded. SECDC views teachers as being capable of initiating the necessary leadership in resolving their own instructional problems when given the proper kind of support.

Status as a professional, therefore, was considered essential to the success of the consulting teacher concept. The title itself – *consulting teacher* – was one of several steps taken to achieve such status. Further, teachers typically are not reimbursed for their expenses in curriculum projects, and honorariums for such activities are unheard of. On the other hand, such monies are common practice among administrators, school psychologists, and speech therapists. Hence, consulting teachers were paid $50 for each field session they conducted, plus $25 per day for each training session attended. These monetary rewards, while absolutely minimal, at least recognize their efforts. Obviously, stipends and reimbursement for expenses contribute much to the status of consulting teachers.

Another primary step towards status dictated that the SECDC staff must relate to the consulting teachers as colleagues, and to operate at a professional – but informal – level. In addition to the expense accounts and per diems, consulting teachers were given personalized portfolios, name tags, and impressive certificates of participation when their service year was completed. Moreover, the SECDC staff was quite candid in communicating the consulting teachers' responsibility and leadership to administrators and related personnel in the field. The esprit de corps which subsequently developed among the consulting teachers, and the feedback from teachers and administrators, suggest that SECDC has been successful. The position of consulting teacher is now regarded as an institutionalized role carrying a great deal of status.

The major goal of the model, then, was to establish a statewide in-service training system for teachers of the mentally retarded which centered around teacher-perceived problems, which capitalized on the leadership talents of teachers, and which could be operated within the reasonable limitations of local resources. Achievement of this goal was to be dependent on the successfulness of the individuals called upon to serve as consulting teachers, and the cooperative investment of related state and local educational agencies.

Selection of Consulting Teachers

The importance placed on the role of the consulting teachers meant that careful consideration would have to be given to each candidate. The state had already been divided into sixteen geographic areas; (See Appendix B) consequently, instead of searching for the 20 most likely teachers for the position within the overall state, it became necessary to identify the best candidate from within the boundaries of the established areas. As a point of departure in developing the selection criteria, each director of special education was given a brief description of the consulting teacher role and asked to indicate the qualifications such a person should possess.

The criteria suggested by the directors were primarily academic: someone with a master's degree, some background in psychology, well-steeped in measurement and teaching methods, several years of teaching experience, a good understanding of child growth and development, and skills which were somewhat supervisory in nature. Their criteria added up to a hypothetical person who probably did not exist. As the criteria were reviewed, the question of whether or not this hypothetical person would be desirable even if he *did* exist became a significant question. The suggested skills were loaded on the side of professional preparation, yet the area of interpersonal relationships was almost entirely overlooked.

But the consulting teacher would be functioning in a capacity which would depend on her ability to communicate with her colleagues. Teachers, for the most part, interact with children, and have limited opportunity to relate to groups of their own peers in the type of role proposed for the consulting teacher. Consequently, few directors had observed their teachers in such situations. This, perhaps, accounts for their suggested qualifications being more typically related to what makes a good teacher.

The perspective of the local and regional directors was still valued as significant to the final selection of the consulting teachers from their respective areas. Instead of pursuing a new set of criteria, it was decided to match the desired functions with individuals. Thus, three basic criteria were added to the brief description of the consulting teacher role and, through personal contact with directors, each was asked to recommend a candidate. (See Appendix A) The basic guidelines were:

1. The candidate should be considered generally a good teacher, but not necessarily the best teacher in the area.

2. The teacher should possess a Bachelor's Degree and be certified to teach the mentally retarded.

3. Above all, the person should be respected as a teacher and as a person by the individuals with whom she works.

She should be a master teacher and be knowledgeable of materials.

Armed with these guidelines, the coordinator met with directors, principals, and teachers in each area in an attempt to select the first team of consulting teachers. Where more than one candidate was nominated, geographic location and available local facilities for field sessions became the determining factors. Twenty teachers were finally selected, one from each of the sixteen areas and an additional teacher from each of the four largest population centers in the state. The consulting teachers selected during the first year in general were typical of teachers to be selected as consulting teachers during the succeeding three years.

The typical consulting teacher was female, 44 years of age, and held a Bachelor's Degree plus considerable graduate work toward a Master's Degree. She had taught approximately 8.5 years in special classes for the educable mentally retarded, and had 6 years of previous teaching experience in regular classes. For the most part, they were not a transient group, having only held an average of 2 different special class teaching positions. The majority taught at the intermediate level, with 20 per cent teaching at the Junior High level, 4 per cent at the secondary level, and 24 per cent at the primary level. In general, their appraisal of the teaching conditions surrounding their own teaching position was that it was somewhere between good and very good. They were teachers who, for the most part, were reasonably satisfied with their current teaching position.

From a subjective point of view, the SECDC staff observed that the consulting teachers, as a group, were outgoing, congenial, extremely enthusiastic, and presented themselves well. Very few of the consulting teachers knew each other prior to

I had good cooperation from teachers and school. I think the material was so useful and worthwhile, that the programs were almost sure to be a success.

being selected. The group, however, soon became very close. Friendships evolved, and the group began to take on the image of a sorority, with all the allegiance and camaraderie that go with such a group.

Role of Consulting Teacher

The role of the consulting teacher is primarily one of an in-service educator; that is, she is responsible for organizing the in-service training sessions and conducting them. Her tasks, however, are eased somewhat by the supportive services provided by the SECDC staff. In general, her role can be divided into four functions: *preparation, administrative arrangements, conducting field sessions,* and *evaluation.*

To aid the efforts of the consulting teachers in these four related but independent functions, three sources of help are provided by the SECDC staff. Training sessions are held on the University campus, at which time the materials for the succeeding two field sessions are presented and discussed. Suggestions are offered regarding the consulting teacher's field session presentations, and any anticipated problems are given some consideration. The coordinator is available to attend the consulting teacher's field sessions, or to meet with her in advance, to assist in making any arrangements or to offer help to the consulting teacher in preparing her presentation. The consulting teachers received a handbook containing detailed suggestions for all aspects of their role. They are also instructed to call the SECDC office collect for additional assistance, if needed. Within this framework of support the consulting teacher performs her role. She may be as innovative as she wishes. The structure is designed to be supportive, but not to encourage dependency. Although the supportive services of the SECDC staff are extensive, the consulting teacher's responsibility is considerable.

Preparation:

The quarterly training sessions conducted by the SECDC staff are designed to orient the consulting teacher to the curriculum publications which will serve as a topic for the field sessions. Supplies – in the form of invitations, stamps, and stationery – are distributed during the training sessions. These sessions are also used to discuss problems or to review innovative procedures employed by consulting teachers in previous sessions. The consulting teacher returns home familiar with her field session topic, and knowledgeable of the task ahead of her. Most of her specific preparation, however, remains to be done.

If she has not yet confirmed the date and meeting place, this takes top priority. She must clear a date with the administration, check the school calendar, and make sure the date is convenient for teachers outside her district. For the most part, decisions are made on dates well in advance of the field session. A typical pattern involves agreeing upon a particular date and staying with it throughout the year, e.g., the second Tuesday of each month.

The meeting place is particularly important; the setting must be conducive to group interaction. Consulting teachers are advised to select facilities with adequate available parking, and they are encouraged to make use of tables rather than school desks. Sufficient size, ventilation, lighting, and electrical outlets are also important considerations in room selection.

Meals and refreshments are optional. If they are to be served, then that will be a determining factor in the selection of a meeting place. Most groups serve some form of refreshments. Some even elect to combine dinner with the field sessions. In the latter case, restaurants or cafeterias are used.

Once a date and meeting place have been agreed upon, invitations (See Appendix D) are mailed to all special class teachers in the consulting teacher's home area. The SECDC staff supplies stamped cards containing a descriptive statement about the field session. All the consulting teacher has to do is fill in the date and place, and sign the card. Addresses for each participating teacher in the area are prepared on gummed labels in the SECDC office and made available to the consulting teacher. The consulting teacher transfers these to the invitation cards and they are ready for mailing. By having the cards and labels printed in the SECDC office, the amount of time required to prepare the invitations by the consulting teachers is greatly reduced. At the same time, they are somewhat personalized by being signed by the consulting teacher and mailed locally. The return address is that of the consulting teacher; consequently, teachers unable to attend or wishing additional information may contact the consulting teacher directly.

Teachers were so loaded with questions that I had to limit and cut off some of my minor agenda.

The particular approach that a consulting teacher elects to take in the operation of her field session is her prerogative. No attempt is made by the SECDC staff to restrict her to a specific style. The limitations imposed are inherent in the curriculum publications prepared by the SECDC staff for the field sessions. The consulting teachers are asked to orient the teachers to the general coverage of the guide, its intent, and the limitations of the curriculum publication. They are asked to encourage teachers to experiment with the material in their classrooms and to offer constructive criticism as to how the materials may be improved. Typically, the most relevant discussion on the material occurs in subsequent sessions, after the teachers have had an opportunity to use them in their classrooms.

Made my own transparencies from those in our book. Worked just fine.

Four basic suggestions regarding the operations of the field sessions are offered by the SECDC staff to the consulting teacher:

1. Plan on a two hour session, but feel free to cut short if conditions warrant such action.

Many good ideas were brought out by the teachers. Also many were pleased to find ideas they had used being presented in the publication.

2. Keep your presentation informal.

3. Encourage discussion.

4. Allow time for discussion on topics of the teachers' interest even though they are unrelated to the session topic.

In general, the consulting teachers manage to organize their sessions to meet the limitations set by use of the prepared curriculum materials, and also to accommodate the varied interests of their participating teachers. In some cases consulting teachers tended to read from the materials excessively, or felt compelled to lecture. These problems were handled through discussions during training sessions or through private conversations between the coordinator and the respective consulting teacher. In other cases, feedback from the group made the consulting teacher aware of her errors. Some consulting teachers, even after considerable experience, continued to lecture more than others. Each one, however, has developed a style unique to her own abilities and the response pattern of her groups.

Recommended resources were also identified for each curriculum publication. The consulting teacher could obtain these for display purposes, or she could rely on her own knowledge of materials for developing an exhibit of materials. She might decide to show a film, invite a resource person to participate in the field sessions, or request that teachers come prepared to contribute on the particular topic. Regardless of the approach taken, considerable advanced planning is required.

Administrative Arrangements:

Teachers were interested in display of workbooks and games. Sharing of ideas and devices provided fine teacher participation.

I wondered for some time why programs as fine as this excludes administrators. I am delighted that we have been included. We are responsible for securing materials and providing supervision and in many cases we do not know what is being talked about. I believe we must work cooperatively in this area as well as others.

In addition to the administrative tasks involving the selection of a date and place, the consulting teacher is responsible for communicating information about the session to a director of special education, building principal, and a consultant for mental retardation. In smaller districts she is also encouraged to communicate specific information to her superintendent. During the implementation of the SECDC field sessions, administrative personnel were discouraged from attending the field sessions. The SECDC staff assumed responsibility for communicating this information to administrators. The rationale for this decision was that the consulting teachers as well as the participating teachers might be inhibited if their administrator was present. It was also considered important that the program be established and identified as a teacher-operated program. Beginning in the fall of the second year, attendance was made open to administrators. During the period when their attendance was discouraged, a great deal of interest and concern for the program was generated by directors of special education and consultants for the mentally retarded who wanted to be involved. In retrospect, the delay of their participation has helped to keep the sessions in perspective. Administrators are now welcome to attend, and many do.

The consulting teacher is responsible for developing her own procedures for communicating with her director, consultant, and building principal. The procedures may be informal or through written correspondence. For the most part, the consulting teachers have personal contact with their administrators prior to each session. Others follow a pattern of notifying the director of special education, who then communicates with the appropriate administrators.

Besides keeping her administrator informed about the field sessions, she also represents SECDC locally. Thus, she plays an important role in conveying information regarding changes and future plans of the overall SECDC program. She also serves as a source of feedback for the SECDC staff on concerns and interests of her administrators. Since the major objective is to keep the total program responsive to local needs, this latter function of the consulting teacher is particularly important.

I am concerned about the non-special class teachers coming to our meetings. Would it be improper to discourage it?

In the event the field session is to be videotaped, then the consulting teacher is asked to provide the coordinator with a detailed description of the facility, including sources of indirect lighting, locations of electrical outlets, relationship of room to loading dock, etc. She is also asked to alert the custodian and building principal that the session will be videotaped.

Field Sessions:

The materials were well worth the trip. Several said they would come to the meeting whether they received credit or not.

The field sessions represent the participating teacher's primary source of contact with SECDC. Although the curriculum publications prepared by the SECDC staff and disseminated through the field sessions, in essence, serve as the product of SECDC, the interaction of teachers with materials and with each other is viewed as the payoff of the system. Considerable discussion has taken place relative to whether or not input, in the form of materials such as the SECDC publications, are required for the field sessions. While it has been speculated that the in-service training sessions designed for discussion among teachers on selected topics could in themselves be successful, it is questionable that they could be sustained over a period of time without some form of structured input. The materials served as a form of departure in discussions, as well as a tangible reward for attendance. For those teachers who made use of the materials there was a cumulative effect in that each set of materials, while specifically designed for the mentally retarded, focused on a different topic. Collectively, they became a major source of reference for the special class teacher on a variety of curricular topics. When asked to respond anonymously to a questionnaire on the question of whether the field sessions should be continued independently, continued with the materials, or discontinued, there was nearly 100 per cent agreement among the participating teachers that both the field sessions and the production of materials should be continued. While the effectiveness of the consulting teacher is crucial to the field session aspect of the program, the materials also serve a major function.

In reviewing the reports of the coordinator, observations shared by participating teachers, and viewing the videotapes, it appears that the two major variables contributing to the success of the field sessions involve the planning done by the consulting teacher and her personal capabilities to communicate with the teachers attending her field session. In some cases, consulting teachers who were very adept at stimulating discussion and relating to the group as well as to individuals tended to rely on these traits and did not appear to be prepared in terms of the subject matter. They were very successful, however. Other consulting teachers who appeared less natural in a leadership role within a group developed a firm grasp of the subject matter and used this knowledge to compensate for their inability to appear more natural as a group leader. The latter type of consulting teacher was also very successful. The type of consulting teacher who had the most difficulty was the one who assumed the group would spontaneously respond to her as a person when, in reality this did not and could not happen. The situations in which this occured were the most difficult to change. This type of teacher often came off as if she were talking down to the group, or as if she were a little bit enamored of her position as consulting teacher. This particular type of consulting teacher was by far in the minority. The majority of teachers were equally split between the teacher who was truly gifted in group interaction and the teacher who was reasonably capable in the group process, knew her limitations, and compensated by knowing fully the subject matter to be disseminated.

Because the field sessions represent the key to the SECDC model, the SECDC staff was very sensitive to the feedback derived from them. For example, after working with a consulting teacher who reflected the characteristics of the third type previously discussed it became quite apparent that, in selecting future consulting teachers, care should be taken to identify this type of person. While she might be an excellent classroom teacher and have potential as a supervisor or consultant, for the most part she was not as effective in the role of a consulting teacher as other teachers would be.

One teacher in the area receives the materials and talks down to other teachers attending the meetings. She has not influenced any one at this time, but it is an irritating situation, to all of the teachers who give their time to attending the meetings.

When a strong negative reaction was obtained to a particular section in a curriculum publication, the staff then attempted to find out why, and to apply this type of feedback in the development of future publications. Also, when a generalized concern on the part of the participating teachers was identified, this was also pursued.

Early in the project, when it was evident that the field sessions were to be an on-going series and would constitute an in-service training program, there was a generalized concern on the part of the participating teachers that some credit be obtained for participation. University credit was not possible. Through the cooperation of the Iowa State Department of Public Instruction, however, the majority of school districts employing the participating teachers agreed to offer credit towards salary increments for attending the field sessions. The field sessions also became a major source of information regarding topics on which teachers wanted materials developed.

Next time I will have less on my agenda and see what happens.

As discussed earlier, one of the basic principles underlying the SECDC model was confidence in the consulting teacher. This confidence – or faith, if you will – becomes exceedingly apparent when the role of the consulting teacher in the field sessions is acknowledged in light of the fact that the field sessions represent the nuts and bolts of the total operation. The field sessions become the domain of the consulting teacher and the participating teachers in attendance. Once the materials are prepared by the SECDC staff and suggestions are given to the consulting teacher, the SECDC staff must rely on the consulting teacher. If the SECDC staff has done an effective job in its supportive role, and if the consulting teacher has prepared herself well, the likelihood of a successful session is high. The general approach towards the problems which have historically characterized in-service training is one of prevention in the SECDC model: provide sufficient support in the form of materials and guidelines, cope with anticipated problems in advance, and allow the consulting teacher to exercise her responsibilities. Although minimal, there is a corrective measure also employed. This is in the form of taking advantage of the feedback received following the session and during the session. To ignore cues is to ignore the crucial source of information.

Undoubtedly this field session topped anything I have had previously. Had excellent contributions from the group on arithmetic devices they use in teaching.

Readiness. Having completed their preparation and administrative tasks, the consulting teachers are ready to undertake their field session. They are encouraged to appoint a hostess to serve throughout the year. This person's primary function is to greet teachers as they enter the meeting room and to assist the consulting teacher in general. Many times the hostess will also be given an active role in the field session. The consulting teacher and/or the hostess should check the following prior to the beginning of the session:

The hostess' ideas really help. She was alert to many reactions that I would not have caught.

1. Be sure that the room arrangement is conducive to the activity planned. If audio visual equipment is to be used, then the desired equipment should be available. If a demonstration is to be presented, then the room should be arranged so that the demonstration is visible to all the participants.

2. Extra pencils, paper, ash trays, etc., should also be accessible.

3. SECDC curriculum guides should be checked to be sure that a sufficient number are available and that they are organized for efficient distribution.

We spent the first few minutes discussing next month's C.E.C. meeting.

4. The display should be arranged so that teachers can examine the materials freely. If the materials are to be used during the presentation, then the display should be in close proximity to where the consulting teacher will be making her presentation.

5. The thermostat should be checked and adjusted so that the room does not become uncomfortable during the meeting.

Consulting Teacher Plan. Although at no time were the consulting teachers given a detailed outline or a plan prepared by the SECDC staff for their presentations, most of the consulting teachers developed a similar pattern to their presentations. Because the participating teachers came from a number of school districts, the field sessions were their only opportunity for frequent communication. Consequently, the field sessions became an advantageous source for announcements. Many of the announcements were generally applicable to the teachers in attendance and were generated by the participants. The consulting teachers also had specific announcements for their particular groups.

The consulting teachers were encouraged to employ different techniques for helping the teachers become acquainted with each other. While introductions were basically restricted to the first session in the fall, new teachers, visitors, and administrators who occasionally attended were introduced early in the session.

In order to accommodate those persons interested in gaining credit towards salary increments, attendance was taken at each session. This was typically accomplished by distributing a roster on which teachers indicated their attendance by a check or a listing procedure in which they merely added their name to a list. A system of cards (See Appendix D) was later developed to more efficiently record each participant's attendance. These were kept in the SECDC office, sorted and alphabetized by area. At the end of the year teachers eligible for salary increments, designated as barrier credit, returned a form (See Appendix E) to SECDC. The attendance was verified and a letter (See Appendix E) sent to respective administrators. In small groups the hostess or a volunteer merely observed the group and checked attendance.

Attached are the names of four new teachers.

A frequent point of departure in many field sessions was a brief discussion conducted by the consulting teacher on the general plan for the afternoon or evening. She would incorporate into her comments an indication of the topic to be considered, of special activities planned, and an invitation to the group to make contributions, offer questions, and to generally participate throughout the session. If refreshments or dinner were to be served, the administrative details were also worked out during the introduction phase of the session.

It is difficult at first to decide what sort of presentation to make.

Techniques of Presentation. The techniques employed by the consulting teachers varied considerably. What one teacher relies on may not be a part of the technique used by another. The flexibility encouraged by the SECDC staff allowed the consulting teacher to experiment and to adopt those techniques most compatible to her own personality. The assigned task of discussing the curriculum guides undoubtedly had an inhibiting effect on the consulting teachers; how much is difficult to predict. Regardless of how candid the staff was during the training sessions in stressing that the consulting teachers should not read the materials and should exercise their own initiative in organizing their presentations, some relied too much on the curriculum guides. Consequently, if there was a common technique, it was the reference to the SECDC material. The focus on the guides was intended, but reading from them as a technique of presentation was an unintended but infrequent by-product of the training session.

Overall this was not a major problem since a wide range of techniques were used by the consulting teachers. They proved to be highly innovative. Humor, drama, and shock became frequently used techniques. In some cases the subject matter of the curriculum guides presented challenges to the consulting teachers. For example, one guide was on *A Social Attitude Approach to Sex Education.* The consulting teachers were encouraged to impress on their participating teachers the need to be familiar with the typical array of four-letter words comprising the slang vocabulary. One consulting teacher reported that she feared she could not bring herself to mention such words in front of a group so she spent hours saying them out loud. In other cases it was necessary for the consulting teacher to become more familiar with the subject matter. These factors, plus the difference in groups, combined to influence the techniques employed by the consulting teachers.

We had a panel that motivated many good questions and answers.

I used a film – "Newstime in first grade." Those teaching the primary level feel that we had something for them.

While space does not permit a comprehensive discussion of the extensive techniques employed by the consulting teacher, they can be compressed in a few descriptive statements. It should be mentioned that, while consulting teachers tended to develop their own pattern of presentation, they did fluctuate somewhat depending on the particular topic being considered. If it was a topic with which they were very familiar and felt very comfortable with, then they tended to use more techniques and employ some activities which under other circumstances they would have been more hesitant to use.

We browsed through a newspaper together. This opened a discussion on how various ones would like to try using the newspaper.

1. *Demonstrations* based on specific lessons selected from the curriculum guides was a popular technique. For example, during the sessions which pertained to the science curriculum guide, a number of the consulting teachers chose to actually conduct simple experiments which were spelled out in the guide. By doing this they were demonstrating that the experiments were simple, could be done in a brief period of time, and– by discussing the subject matter they were illustrating –

Approx
Age 2

that the particular experiment was relevant to curriculum for the mentally retarded. By actually demonstrating a particular lesson they were making their presentations more realistic and, even though subject matter from the guide was being used, the fact that they were doing the demonstration made them appear to be somewhat independent of the guide. This also allowed the consulting teacher an opportunity to extend the information in the guide, modify, or apply it in a situation in which it was not intended. One of the features of the curriculum guides prepared by the SECDC staff was that they were basically incomplete; they were intended to get teachers started. Many of the consulting teachers became very adept at selecting sample lessons from the curriculum materials which would stimulate response from the group.

2. Some chose to use *illustrated lectures* based on the topics and material inherent in the curriculum guide while supplementing them with their own experience. This is particularly evident during the sessions in which life experience units were the topic. A number of the consulting teachers used units that they had taught themselves for illustrative purposes. This had several advantages. First of all, it indicated to the groups that they already were using units; secondly, it gave the group a frame of reference beyond that which was incorporated into the guide. It also allowed the teachers a target as far as questions were concerned. If the consulting teacher was not familiar with the units, it would have been difficult for her to respond from the point of view of her own teaching experience.

This is my best meeting. I spent about 45 minutes on the material. The rest of the time we looked at and did science experiments. I had set up resource centers and varied experiments for all levels. It was very well accepted and they were ready to go home and try some of them.

3. The use of *resource people* as an integral part of the presentation was used to considerable advantage by a number of consulting teachers. For example, when reporting pupil progress was the topic of concern, one consulting teacher invited a parent to discuss with the group what she expected teachers to tell her about her son's progress. For some teachers, being told by a parent what they expect this child to learn was a new experience. It provided an excellent beginning for the evening's discussion. Another example involved the curriculum guide on science. The regular elementary program in the school district in which the field session was being held had previously been involved in a curriculum revision in the area of science. People who had participated in this particular activity were asked to share their views and experiences with the teachers attending the field session.

I had the audio-visual coordinator come in who was happy to answer questions. He thought the curriculum guide was very good. He demonstrated several ideas, and brought the thermo-fax so teachers could make transparencies.

Our homemaking teacher was a guest and brought with her a big supply of free material that she has collected.

4. *Role playing* proved to be an effective technique for several consulting teachers. This allowed for greater involvement on the part of the participating teachers in that a number of persons could be assigned different roles. The technique also tends to contribute to the informality. One classic example of this technique involved role playing relative to a home visitation. While the sequence of events were humorous, the message was clear that it is difficult to communicate with parents regarding academic progress in problems encountered by children

in special classes. It also demonstrated the importance of being sure that parents interpret your remarks as you intend them. This particular technique is one that could be used much more extensively in field sessions.

We had one hundred percent participation in discussion.

5. A few of the consulting teachers became quite skilled at guiding *free discussion* around the session topic as a means of presentation. In this type of situation the consulting teacher employed a minimum of comments, and limited herself to setting the stage. She would then capitalize on comments from her group to form a response which conveyed to the group the information that she had planned to disseminate. This particular type of consulting teacher was probably most effective in terms of group interaction. She managed to get her points across without ever actually being the center of attention.

I have arranged for a demonstration of both structural and programmed arithmetic.

6. The use of *selected participating teachers* in the presentation was one of the more successful techniques. In this particular case a consulting teacher would contact teachers in advance and ask them to make a brief presentation, bring with them a particular teaching aid that they had developed which related to the topic being discussed, or merely share an experience relative to the topic. This technique was advantageous for the consulting teacher who personally found it a little difficult to stimulate discussion. With three or four other teachers participating, the chances of their stimulating discussion among the participating teachers were quite good. It also allowed other teachers a chance to assume a leadership role.

The techniques which contributed to informality, allowed for greater participation on the part of teachers, and which took advantage of the wide range of experiences on the part of the teachers in attendance, tended to be most effective. The technique which allowed the consulting teacher most control of the situation was probably least effective. In other words, the teacher who tended to lecture and read frequently from the materials was a consulting teacher who tended to get less response from her group.

Everyone participated! Hard for them to wait their turn.

Group Interaction. In addition to the information which was developed as a source of input into the field sessions, the interaction among the participating teachers was viewed as paramount to the success. If the teachers came, sat, listened, and went home without ever questioning or sharing experiences, then the curriculum guides might as well have been mailed to them. The goals of the SECDC program, however, were based on interaction; consequently, the staff was alert to feedback from the coordinator, participating teachers, directors, videotapes, and the consulting teachers themselves, which would serve as indicators of what encouraged interaction among the participating teachers and what stifled it. This is important to the staff from the point of view of maximizing the group experience to the teachers who were in attendance, as well as continually refining the criteria for selecting capable consulting teachers. It became increasingly evident that a good consulting teacher was more than a knowledgeable person; it was a person who also related well to people as a group and as individuals. There is considerable evidence to suggest that the determining factor in stimulating discussion was more directly related to how the consulting teacher responded to a group than any particular planning by her or specific assistance from the SECDC staff. This is quite apparent when one views the videotapes of field sessions conducted by various consulting teachers. The sessions in which real dialogue is taking place, in which teachers are involved, and in which the consulting teacher appears to be well tuned in, are characterized by the following:

1. The teacher does not appear to be compelled to formalize the situation. She does away with the lecturing and speaks with a minimum of reliance on prepared notes.

2. She is alert for indications that people want to express themselves. She doesn't wait for someone to raise a hand or to speak aloud. She is alert to those non-verbal cues which indicate that a person does have a comment to make or does have a particular feeling about the topic.

3. She acknowledges responses. She may merely nod her head or, through a facial expression, indicate agreement or surprise or she may respond with a comment or question. The point is that she does respond; she doesn't continue to survey the audience looking for another comment.

I had little time to prepare and I probably wasn't as "comfortable" or shall I say secure, as I was in the other sessions.

4. She solicits participation not by asking the question, "Are there any questions?" Rather, her style in itself invites participation.

5. She encourages discussion on topics which may appear to be only tangentially related to the topic being considered. If it's a topic which catches the interest of the group, she goes with it. If it is somewhat irrelevant, she acknowledges it and tactfully brings the group back to the point of consideration.

6. She has ability in general to control a discussion without dominating it.

I'm often too "teachy." My group was not too talkative and I had to remind myself often not to talk so much and to try to invent more ways to involve the teachers.

7. She appears competent. The consulting teacher who appears comfortable in her role with no outward signs of nervousness or hesitancy tends to relate very well to her group. It's interesting to observe videotapes of field sessions in which the consulting teacher, for some reason, was a little bit nervous. The group also appears to be somewhat nervous and considerably less responsive. This same consulting teacher under different circumstances in which she does appear competent and comfortable gets a different kind of response from her group.

Two characteristics observed tended to have a significant inhibiting effect on group interaction. First were the consulting teachers who, in response to a comment by a teacher, would proceed to give a 15 minute oration. It was easier for teachers with this particular pattern to overcome it, however, than the teachers who tended to rely on reading from the documents. Another undesirable characteristic was the teacher who tended to pose a question to the group and then answer it herself. This quickly stifled group participation.

The use of videotape proved to be the most effective means of identifying characteristics of the consulting teacher presentations. Through the use of videotaping a number of situations were captured, which were then played back to the consulting teachers as a group during the training sessions. This provided a source for discussion and allowed the consulting teachers to view themselves as well as other consulting teachers in their presentations.

Evaluation

Proof of the carry-over affects of this meeting: today at my local school a list of books was submitted to the office to be ordered from the area media center for one of our SECDC enrollees to start using. That's pretty prompt action.

The field sessions are considered to be a major source of feedback regarding the effectiveness of the SECDC model. The field sessions bring into play the several phases of the program crucial to its operation. The consulting teacher, SECDC materials, and all participating teachers interact within the milieu of the field sessions. The results of the supportive services provided by the staff become evident at this point. If a session is particularly successful or disappointing, it is important to identify the contributing factors. It is also significant to observe the growth of the consulting teacher as she gains experience in her role.

While the consulting teacher is the target and primary source in the evaluation process, the emphasis on evaluation is by no means limited to the consulting teacher. Evaluation techniques are employed in all areas of the SECDC model. Continuous evaluation is viewed as essential if the program is to maintain its image of being responsive to teacher-perceived instructional problems.

The consulting teacher contributes to the evaluation process in at least four ways:

(a) Through a structured evaluation and report submitted to the SECDC office immediately following each field session.

(b) Participation and discussion sessions during quarterly training sessions.

(c) A conference with the coordinator immediately following the session.

(d) Videotaping.

The first two procedures are intended to get at specific concerns on the part of the staff while the others are less formal but frequently more revealing.

Consulting Teacher Evaluation Reports:

The staff relies on the consulting teacher report (See Appendix D) as a major source of information regarding the reaction of teachers to the materials and to the field sessions in general. The report form incorporates open-ended questions with check responses. Items are included on five areas: preparation, teacher response, overall evaluation, feedback, and notes to SECDC staff. This particular procedure has proven to be very effective. The consulting teachers are prompt in submitting their reports, and they complete them in detail. For the most part, additional space is generally necessary in order for them to enter their comments. The fact that they frequently check to see if we have complied with their suggestions or answered their questions suggests that they place considerable value on this report. An order form was also designed to notify SECDC of consulting teachers' supply needs. Such things as previously published curriculum guides, stationery, stamps, invitation cards, attendance cards, monthly report forms, and travel vouchers could easily be mailed in individual packets upon request.

We were rushed and did not have time for much discussion, and will carry it over to next session.

Preparation. In this particular section the staff is seeking an indication of how the supportive services of SECDC can be improved. The consulting teachers are candid in their response to this section. Every attempt is made to comply to the suggestions which have general application. In some cases a problem will arise which is unique to one consulting teacher. For example, the consulting teacher may receive her shipment of materials late. By checking with the printer, arrangements can be made to mail her materials earlier.

One complained about getting more material then she had time to consume.

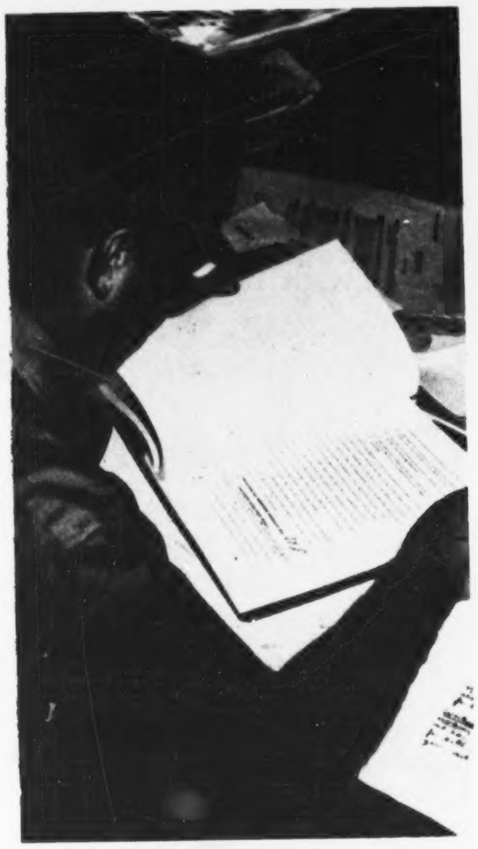
Teacher responses. Although a check list is employed in this section, consulting teachers generally add their own interpretation of the response they check. Built into this section are questions relating to the teachers responses to the overall session as well as to the materials. The most accurate data on the curriculum material generally pertains to the materials distributed in the previous field session. Comments are made during the discussion by participating teachers who have used the materials or studied them closely. The consulting teachers are encouraged to pursue such comments and to be explicit in relating the experiences shared by the consulting teachers on the materials. This type of feedback is particularly helpful to the staff responsible for developing the materials.

Sometimes I need more than written materials.

Overall evaluation. This section is included primarily to require the consulting teacher to make comparisons of the current field

We need to get together and discuss the comments made on Mary's monthly report.

sessions with others she has conducted. They tend to be quite willing to indicate disappointment when a session does not go as well as they had hoped. The development staff is alert for any indications that several consulting teachers during any given month experience difficulty in their field sessions. Typically, this would relate to the nature of the curriculum materials being disseminated in that series of field sessions. Some materials are more difficult to present than others. Some topics also have more natural appeal to teachers. In still other cases, some topics are controversial. For example, the guide on sex education stimulated considerable discussion and made for a good session, whereas a guide on the trainable mentally retarded was of less interest to the teachers of the educable mentally retarded. It was also primarily a listing of activities resources which made it a difficult topic for teachers to respond to. It was also evident that the consulting teachers varied their presentations when the publications were on less exciting topics.



Feedback. The purpose of this section was to identify the kinds of questions presented by teachers during discussion. This information provides cues in terms of needed curriculum materials. The level of questions posed also was helpful in making judgments about the sophistication of materials teachers are seeking. The process of completing this section required the consulting teacher to focus on the discusssion aspect of her session. Questions of an administrative nature or pertaining to issues or topics that a consulting teacher did not feel capable of handling were followed up by the coordinator. Frequently, questions would arise relative to certification or other State Department regulations. When this occurred, the coordinator would contact the person personally or by letter. Otherwise, he would work with the consulting teacher, who would handle the questions in subsequent field sessions.

Notes to SECDC staff. The payoff of the informal relationship established between the consulting teachers and the SECDC staff was reflected in the responses to this section. The consulting teachers used this opportunity to communicate with specific staff members. They asked questions, requested materials, and shared information through this section. Most of them were candid in their responses. The use made of this section proved to be a substitute for letters which otherwise would have been written by the consulting teacher. They used this opportunity also as a means of communicating with the staff while the observations were fresh in their minds.

Be sure Munro is informed about the changes in Dorothy's field session for January.

This question pertaining to the temporary placement of low functioning children should be referred to the State Department.

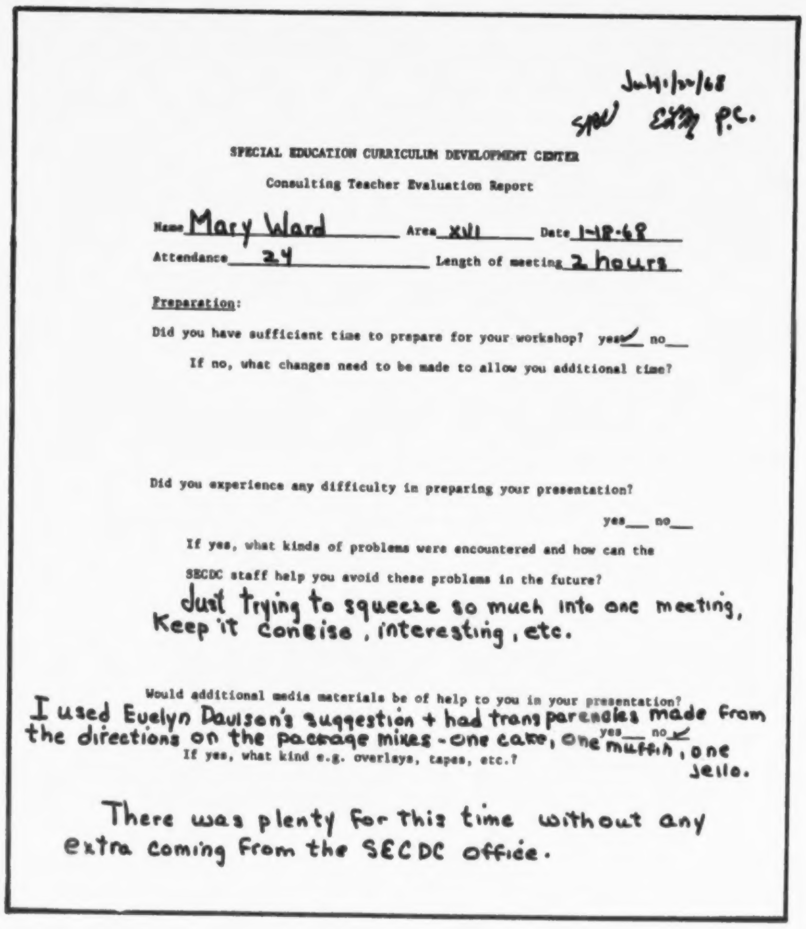
Use of consulting teachers evaluation reports by SECDC staff. Upon receipt of the reports in the SECDC office, each was reviewed and initialed by all staff members. They were then filed according to consulting teacher. This procedure allowed the staff to obtain a perspective on the field session as a group during a particular month. Any problems unique to a particular consulting teacher were followed up by the coordinator or other staff members, depending on the situation. Common concerns were handled by appropriate staff members. If they pertained to the materials, then a development staff member made use of the information. Items were also taken from the reports and placed on the agenda for succeeding training sessions. In some cases the problems were handled routinely by a staff member during the training session. In other situations, they warranted specific identification and consideration on the agenda. Filing the reports by consulting teachers permitted staff members to observe the cumulative implications of the report from individual consulting teachers.

This is probably my record crowd for attendance. If this number continues, we will have to move to larger quarters.

Attendance data also accompanied the report. This allowed for an on-going tabulation of attendance by field session as well as individual teachers. The attendance record for individual teachers was merely to have a basis for notifying superintendents that the person had participated and should be given consideration for credit applicable for a salary increment at the end of the year. The attendance data by field session provided a pattern and helped the coordinator keep alert for attendance drops which might relate to a consulting teacher or other factors which were correctable.

I was surprised at the large crowd we drew with such horrible weather. Some teachers drove over 50 miles.

The following sample reports are typical of new consulting teachers and experienced consulting teachers. They have not been edited. The consulting teacher's name and area have been deleted, however.



Jan. 1/20/68
SPW [illegible] P.C.

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER

Consulting Teacher Evaluation Report

Name Mary Ward Area XVI Date 1-18-68

Attendance 24 Length of meeting 2 hours

Preparation:

Did you have sufficient time to prepare for your workshop? yes ✓ no__

If no, what changes need to be made to allow you additional time?

Did you experience any difficulty in preparing your presentation? yes__ no__

If yes, what kinds of problems were encountered and how can the SECDC staff help you avoid these problems in the future?

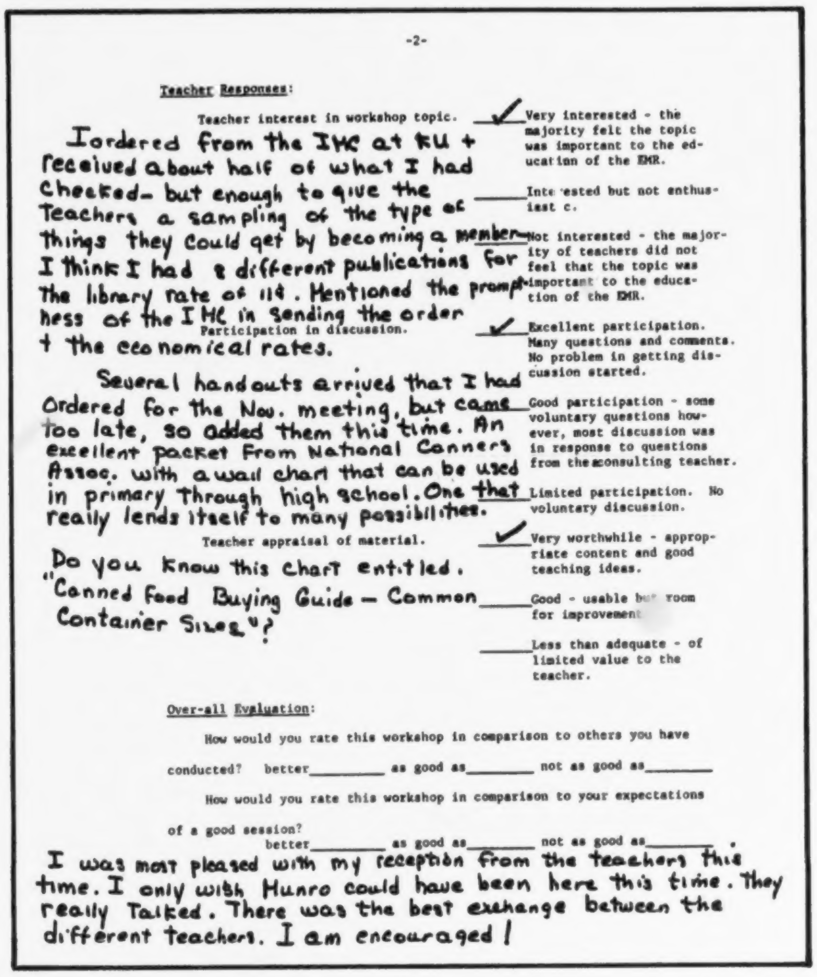
Just trying to squeeze so much into one meeting, Keep it concise, interesting, etc.

Would additional media materials be of help to you in your presentation? yes__ no ✓

I used Evelyn Davison's suggestion + had transparencies made from the directions on the package mixes - one cake, one muffin, one jello.

If yes, what kind e.g. overlays, tapes, etc.?

There was plenty for this time without any extra coming from the SECDC office.



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Teacher Responses:

Teacher interest in workshop topic.

- ☑ Very interested - the majority felt the topic was important to the education of the EMR.
- ☐ Interested but not enthusiastic.
- ☐ Not interested - the majority of teachers did not feel that the topic was important to the education of the EMR.

I ordered from the IMC at KU + received about half of what I had checked - but enough to give the teachers a sampling of the type of things they could get by becoming a member. I think I had 8 different publications for the library rate of 11¢. Mentioned the promptness of the IMC in sending the order + the economical rates.

Participation in discussion.

- ☑ Excellent participation. Many questions and comments. No problem in getting discussion started.
- ☐ Good participation - some voluntary questions however, most discussion was in response to questions from the consulting teacher.
- ☐ Limited participation. No voluntary discussion.

Several handouts arrived that I had ordered for the Nov. meeting, but came too late, so added them this time. An excellent packet from National Canners Assoc. with a wall chart that can be used in primary through high school. One that really lends itself to many possibilities.

Teacher appraisal of material.

- ☑ Very worthwhile - appropriate content and good teaching ideas.
- ☐ Good - usable but room for improvement.
- ☐ Less than adequate - of limited value to the teacher.

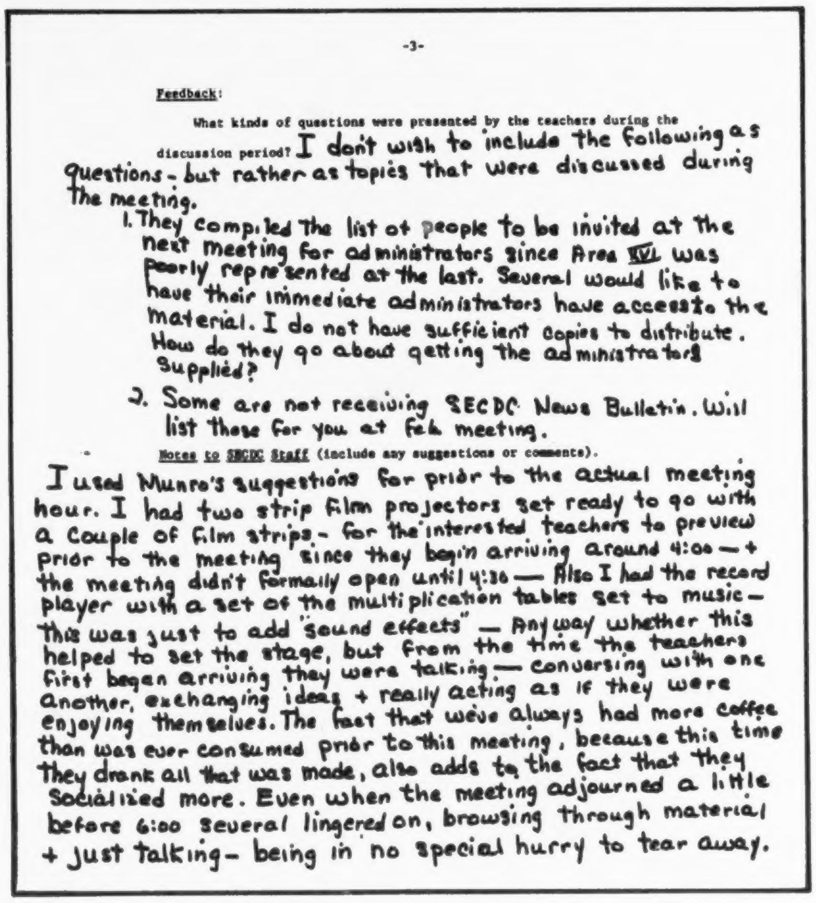
Do you know this chart entitled. "Canned Food Buying Guide — Common Container Sizes"?

Over-all Evaluation:

How would you rate this workshop in comparison to others you have conducted? better_______ as good as_______ not as good as_______

How would you rate this workshop in comparison to your expectations of a good session? better_______ as good as_______ not as good as_______.

I was most pleased with my reception from the teachers this time. I only wish Munro could have been here this time. They really talked. There was the best exchange between the different teachers. I am encouraged!



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Feedback:

What kinds of questions were presented by the teachers during the discussion period? I don't wish to include the following as questions - but rather as topics that were discussed during the meeting.

1. They compiled the list of people to be invited at the next meeting for administrators since Area XVI was poorly represented at the last. Several would like to have their immediate administrators have access to the material. I do not have sufficient copies to distribute. How do they go about getting the administrators supplied?
2. Some are not receiving SECDC News Bulletin. Will list these for you at Feb. meeting.

Notes to SECDC Staff (include any suggestions or comments).

I used Munro's suggestions for prior to the actual meeting hour. I had two strip film projectors set ready to go with a couple of film strips - for the interested teachers to preview prior to the meeting since they begin arriving around 4:00 — + the meeting didn't formally open until 4:30 — Also I had the record player with a set of the multiplication tables set to music - this was just to add "sound effects" — Anyway whether this helped to set the stage, but from the time the teachers first began arriving they were talking — conversing with one another, exchanging ideas + really acting as if they were enjoying themselves. The fact that we've always had more coffee than was ever consumed prior to this meeting, because this time they drank all that was made, also adds to the fact that they socialized more. Even when the meeting adjourned a little before 6:00 several lingered on, browsing through material + just talking - being in no special hurry to tear away.

Participation in discussion during quarterly training sessions. Considerable time is devoted during the training session to informal discussion between the consulting teachers and the staff regarding field sessions. The time set aside for this activity is intended as a means of obtaining evaluative information from the consulting teachers on their field sessions, and as an opportunity for the consulting teachers to obtain information from the staff. The discussion session is chaired by the coordinator, but the total staff participates.

Prior to the discussion, the monthly reports from the consulting teachers are reviewed by the staff, and topics in need of clarification are introduced during the discussion. For the most part, however, the topics discussed evolve from the consulting teachers. The relaxed atmosphere and the informal relationship between consulting teachers and the staff contribute to a discussion characterized by frankness and openness.

Since the total training sessions are videotaped, the discussion is also available on tape for later review. Notes, of course, are made on topics which warrant immediate attention.

The tone of the discussion set by the participation of the staff is one of constructive evaluation. The focus primarily relates to the supportive services, with an emphasis on ascertaining needs for improvement. Because supportive services directly relate to the field sessions this discussion also involves the field session. During the interaction of the field session an attempt is made to encourage consulting teachers to respond to each other; this approach is most revealing. Typically, the result is a dialogue among the consulting teachers, with the staff as observers.

While the staff obtains evaluative-type information from this exercise, it also serves as a learning experience for the consulting teachers. They are made aware of the difficulties encountered by other consulting teachers, and how these difficulties were handled. It opens the way to a discussion of many new and related topics. This feedback of experience makes for a healthy situation.

Videotaping. The use of videotaping in the field sessions serves a number of purposes in addition to evaluation. The tapes are used as a means of monitoring the field sessions by the SECDC staff. Innovations, practices in presentation, and group interaction can be observed by the staff without being in attendance. As a source of evaluation, the tapes proved to be invaluable for the staff. It was much easier to interpret comments made by participants through viewing the tapes rather than relying on the interpretation of the consulting teacher or the coordinator. They also provided a reference when a consulting teacher would report that she encountered difficulties with a particular session. A review of the tape would often reveal the contributing factors.

Rather than taping all the field sessions each month, a sampling procedure was used; the plan was to tape each consulting teacher's workshop. The consulting teachers reported that the videotaping had little effect on their sessions. The few exceptions were related to mechanical difficulties with the equipment which caused disturbing noises, or situations in which artificial lighting was required for the cameras. Use of the tapes for evaluation purposes fell into three categories:

1. The tapes are routinely reviewed by staff members after they are received in the SECDC office.
2. Excerpts are selected and spliced together for showing during the training sessions.
3. The tapes are viewed at the end of the year to identify patterns in presentations and common problems.

The consulting teacher's role in the evaluation phase of videotaping primarily centers around the use of the edited tapes during the training sessions. Response to this activity was generally favorable. Some felt, however, that the tapes added little beyond what was accomplished during general discussion. This may have been due to the sampling procedures employed in selecting excerpts from the tapes. In retrospect, it was found that there was a tendency to select excerpts from a few consulting teachers; consequently, the edited tapes which were viewed during the training sessions were not representative of the total group. This can be resolved by avoiding an overemphasis on any particular consulting teacher.

I felt the teachers were somewhat afraid to speak out because of videotaping.

It should be noted that the use of videotaping in the evaluation process was not to evaluate the consulting teacher but to appraise the total session and to allow the staff a means of keeping in touch with the operation of the field sessions.

Observation and evaluation conference with coordinator after field session. The coordinator's role during the field session is not to participate in the presentation, but rather to assist the consulting teacher when necessary. His tasks range from distributing materials and operating projectors, to counseling teachers with certification problems. In general, he tries to remain unobtrusive during the presentation.

He uses an evaluation form (See Appendix D) in preparation for his conference with the consulting teacher following the field session. The actual recording of information on the form is not completed in the presence of the consulting teacher, nor is she shown the completed report. In general, the observations of the coordinator focus on the presentation of the consulting teacher, the physical facilities and the response of the participating teachers to the field sessions.

Since the workshops are held after school, and the consulting teacher has completed a full day's work, the coordinator is careful to keep the conference on a positive basis. This does not mean that the discussion centers around only the positive aspects of the session; rather, when criticism is warranted, it is presented in a positive and constructive manner. If the coordinator observes a situation which suggests the need for action on the part of the SECDC staff relative to the materials, or in terms of the suggestions offered the consulting teacher, he postpones an extensive discussion on such topics until he has a chance to confer with the staff. In many cases this type of discussion is pursued during the training session, when all consulting teachers and the staff are present.

Trying to cram two workshops into one day was a mistake--but live and learn.

During the conference the highlights of the workshop are reviewed. These may include the teacher's perspective of her presentation, the materials which were disseminated, as well as her feelings about the response of the group. During the discussion the coordinator will comment on the aspects of the field session which he feels the consulting teacher handled very well. This will often relate to the information she conveyed, an innovative technique employed by the consulting teacher, or possibly the extensiveness and variety of the material display which she developed for the session. He will also share his observations about the physical arrangement of the room and make any comments which he thinks might be helpful in terms of improving the session.

Typically, the consulting teacher will have a number of questions regarding the workshop and her presentation. She will also have a number of comments that she wishes to share with the coordinator. If the workshop did not go as well the consulting teacher had hoped, she is typically very sensitive to this and wants to discuss her disappointments. Frequently these comments will be volunteered by the consulting teacher very early in the conference. The coordinator's role then becomes one of reinforcing her and helping her to see how she might have changed her approach to obtain better results.

One of the most important types of feedback shared by the coordinator with the consulting teacher pertains to his perception of the participating teacher's response to the field session. It is sometimes difficult for a consulting teacher to observe the rapport she has with the total group when she is involved in her presentation. Often she will feel that the teachers are not interested because they are not verbally responding when, in essence, they are taking notes and reflecting behavior which – to an objective observer– does indicate that they are very much interested in the session.

The informal nature of the field sessions and the informality of the coordinator allow him to visit freely with the participating teachers prior to the workshop, as well as during the coffee break and following the session. Through these informal types of discussions, he is able to obtain a feedback of the general reaction of the participants to the workshop.

As the consulting teachers become experienced in handling field sessions, the conferences tend to focus more on feedback from the consulting teacher than on evaluative responses from the coordinator. Only on rare occasions was it necessary for the coordinator to present what might appear to be a negative report on field sessions. The capabilities of the consulting teachers to handle field sessions were much beyond expectations, so the reinforcement atmosphere of the conferences was sincere.

There was little reason to draw on the pat, "nice job" phrase merely for the purposes of bolstering the ego of the consulting teacher. The constructive criticism facet of the conference was designed to refine what already amounted to a well-done job. The enthusiasm and drive of the consulting teachers resulted in their wanting to do the best job possible when, in essence, the SECDC staff was really asking for something that was merely acceptable and probably somewhat less sophisticated than the aspirations of the consulting teachers demanded. This meant that the coordinator was placed in a position of looking for the kinds of information which the consulting teacher felt would be helpful to her in order to make her presentations even more effective.

The Consulting Teacher's View of Her Role

The objective data obtained by questionnaires, and through the SECDC staff's impressions of individual consulting teacher performance and growth, suggest that she found her period of service to be personally and professionally exhilarating. Professional growth was repeatedly mentioned, and most consulting teachers expressed a desire to serve as supervisors or consultants in local school systems. The SECDC staff interpret such aspirations for increased responsibility to be an indication of the growing importance consulting teachers placed on the improvements of instruction for the mentally retarded.

My goal has always been to turn out socially acceptable and employable students. SECDC gave me ideas and materials toward achieving the goal and a chance to spread the idea.

Teachers felt that their professional growth had made them better teachers. Several of the teachers who served as consulting teachers are now employed as consultants in local districts. Whether this attitude of reward and growth was created in the consulting teacher by the staff's expectation that it *should* be there, or whether it is a true picture of the feelings they developed toward their role, is open to speculation. But feedback from their administrators, participating teachers in their sessions, and personal acquaintances, almost without exception reflected the same elation. Their performance as consulting teachers and their general behavior as representatives of SECDC were extremely enthusiastic; they obviously had faith in the SECDC model.

I feel a personal and professional obligation and desire to contribute to the field of Special Education. If I had not had the consulting teacher background that I have, I would be most discouraged in the situation I am presently in. My background gives me determination to try to do my part well.

In addition, special efforts have been made to call upon the teachers for various functions after completing a term. Several of them have now assumed supervisory positions. Others have been asked to participate in state-wide conferences, serve as advisors in the field testing of materials, participate in subsequent training sessions, and to serve as resource people in general. Several serve as field reviewers for journals on articles related to teaching techniques. A number have also participated in meetings outside the state.

I am more critical of material before I select it for my class. I am capable of better organization of material and time. My overall curriculum shows improvement. This, I feel, is due to the materials plus and opportunity to discuss the materials with other teachers of mentally retarded children, made possible through SECDC.

When asked anonymously to list those variables which contributed to their effectiveness, consulting teachers frequently mentioned:

1. The reciprocal enthusiasm of staff members, and their general attitude of confidence in the consulting teacher.
2. The appreciation shown by the participating teachers for the materials.
3. Personal interest in their job, and the satisfaction gained from making a contribution.

There was not a single reference to monetary reward as a contributor to their personal feelings about the consulting teacher role. Reimbursement was nominal, but there is little question that the stipends did serve a purpose. The impact was primarily in the principle that their pay was a professional recognition for services rendered.

Professional growth, as a by-product of serving as a consulting teacher, was repeatedly mentioned; teachers felt that their experience made them better teachers.

I would enjoy working with teachers in a semi-consultant role. I would also be interested in working with teacher aids for Special Education classrooms.

These activities reflect considerable professional maturity on the part of the consulting teachers. The fact that they are engaging in new activities of a professional nature is important in itself. While these activities are by-products of the consulting teacher experience, they are extremely important in placing the status of teachers where it belongs.

CHAPTER III

DEVELOPMENT OF CURRICULUM MATERIALS

The development of curriculum materials specific to the needs of the participating special class teachers is a major source of input for the field sessions. The purpose of these publications is to provide information on subject matter and techniques requested by teachers, and to provide a focal point for discussion during the field sessions. To date, the publications have taken the form of detailed curriculum guides on rather specific topics. Instead of pursuing the development of a comprehensive sequential guide, materials were developed on topics such as:

Science for the Mentally Retarded – suggested content and experiments

A Social Attitude Approach to Sex Education for the Mentally Retarded

Developing Appropriate Seatwork for the Mentally Retarded

The Newspaper – A Major Supplement to the Language Arts Program for the Educable Mentally Retarded

This approach allows for the development of materials responsive to the expressed needs of teachers. If a comprehensive approach had been undertaken, a number of topics would have been delayed until they fit the pattern of the sequential guide.

I keep the materials at school and others use them, too.

Because the curriculum materials to be produced and disseminated through the field sessions are important to the model, considerable staff time was devoted to ascertaining the type of material most applicable to teachers in the field. Initially, it was assumed that evaluation information on commercially prepared materials would be most appropriate. After a brief period of experimentation in this area, it became obvious that the staff was not equipped for this type of activity. First, the market was too extensive for the resources available. With a limited staff, the best that could be expected would be to develop a few well-designed evaluations on a small number of selected materials. Second, the teachers seemed to be more interested in receiving materials which centered around topics which involved references to recommend materials.

Easy to integrate.

Since teacher participation in the decision-making process is basic to the SECDC model, certain problems arose in structuring their role in the selection of topics. It was apparent that feedback could be obtained from the participating teachers during the field sessions. This type of information could be used as guidelines in the improvement of the materials. A similar procedure could be designed for the evaluation of materials by teachers, in that evaluation sheets could be included in the documents. Teachers then could return these evaluation forms, along with their comments, to the development staff. Both procedures, although successfully used, were dependent on the publications first being developed and then assessed by teachers.

Because the time required for development meant that a number of documents would be in the writing process at the same time, a method for ascertaining the priorities of teachers on their perceived needs was necessary. Consequently, an extensive questionnaire was designed to identify priorities for the in-service training session topics. It contained a detailed listing of skills and the area of content for each subject matter area. The teachers were asked to indicate the problems they encountered in methods, materials, or content selection. The analysis allowed for determination of priorities by levels of classes – pre-primary, primary, intermediate, and advanced. Other variables included level of teacher training, the quality of the special class situation, size of district, and the amount of consultive assistance available to the teacher. The findings of this study were prepared in usable form for the development staff, and later published in a monograph entitled, the *Investigation of Teacher-Perceived Instructional Problems: Indicators of In-Service Needs for Teachers of the Educable Mentally Retarded.*

Since this particular study became a frame of reference for the development staff, a copy of the questionnaire is included. A review of this instrument reveals the comprehensiveness of the topics covered and the emphasis on materials and methodology. The priority rankings are used in conjunction with the feedback from field sessions and evaluation sheets in making decisions on which topics will be considered in the development of documents. Thus, the priorities became guidelines which were kept current by the staff remaining sensitive to other sources of information on teacher needs.

It has been interesting to note that most of the SECDC materials this year relate to topics discussed by teachers in my field sessions last year.

The question as to types of materials needed by teachers was answered through the survey on teacher-perceived instructional problems and the other identified sources of feedback: topical material with an emphasis on subject matter, teaching methods, and related references. It was also interpreted by the staff that the materials should be practical and, for the most part, designed for immediate use. Approximately half the teachers receiving the materials would not be certified to teach the educable mentally retarded. In addition, a large percentage of those who were certified had been regular classroom teachers who – after several years of teaching – had completed requirements for certification to teach the educable mentally retarded. This information influenced the decision of the development staff to keep the material practical and, for the immediate future, to avoid topics which were theoretical, research oriented, or which required

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER

SURVEY OF CURRICULUM PRACTICES

A Special Education Curriculum Development Center has been established at The University of Iowa. The objective of the Center will be to assist special class teachers of the mentally retarded through the preparation of materials and the conduction of a statewide in-service training program. To ensure the appropriateness of the materials so that they meet the needs of the teachers in the field, it is necessary to solicit suggestions from you, the teacher. This questionnaire has been designed so that you play a major role in determining the kinds of materials and programs to be developed at the Center. Every attempt has been made to identify areas of methodology, activities, and materials in which teachers might desire assistance. Although a major portion of the questionnaire is devoted to subject matter areas, this is not to suggest a rigid subject matter approach to the teaching of the mentally retarded. Rather, the format was selected as a logical means of organizing the questionnaire.

To facilitate the effectiveness of our service to you through this project, it is important that you complete and return this questionnaire. *Please read the instructions on the attached sheet before responding to the items.*

SECTION I—GENERAL INFORMATION

(Please Print)

Name .... Social Security No. ....
Last First Middle

Mailing Address .... Sex: M .... F ....

Name of School District .... (..........)
leave blank

Name of County .... (..........) Type of class: Educable ....
leave blank Trainable ....

Level of Preparation Check (√)
Less than BA .... BA .... BA+ .... MA .... MA+ .... Do you hold Endorsement 35?
Yes .... No ....

Teaching Experience
Regular class .... years Years in current position? ....
Special class .... years Number of different special class teaching positions you have held ....

Number of special classes in the building in which your class is housed ( ) Educable ( ) Trainable

Total number of special classes in the school district ( ) Educable ( ) Trainable

Enrollment of students in your class Boys .... Girls ....
Age of youngest child Years .... Months ....
Age of oldest child Years .... Months ....
Indicate the level which best approximates the level of your class Check (√)
Primary .... Intermediate .... Junior High .... Senior High ....

Rank from 1 to 4 the four persons from whom you receive the most help. Rank the person giving you the most help as 1.

- .... Building Principal
- .... Special Education Director
- .... Psychologist
- .... Special Education Consultant
  - State
  - County
  - Local
- .... School Nurse
- .... Superintendent
- .... Curriculum Supervisor
- .... Fellow Special Education Teachers
- .... Regular Class Teacher
- .... Others (list) ....
- .... No Help

Indicate the general conditions of your teaching situation (see instructions) (Check one) (√)
1 .... 2 .... 3 ....

SECTION II—EXPERIENCE UNITS

Do you experience difficulty:	No Difficulty				Great Difficulty
1. In selecting unit topics?	1__	2__	3__	4__	5__
2. In writing your own units?	1__	2__	3__	4__	5__
3. In the use of resource materials?	1__	2__	3__	4__	5__
4. In the development of seatwork for use with units?	1__	2__	3__	4__	5__
5. In organizing a number of units into sequence for a yearly plan of work?	1__	2__	3__	4__	5__
6. In handling individual differences while teaching units?	1__	2__	3__	4__	5__
7. In integrating the teaching of basic skills into units?	1__	2__	3__	4__	5__

8. Would it be helpful to have available a selection of prepared units on different levels which you could modify for use in your classroom? __yes __no

SECTION III—SPECIAL SUBJECTS

Do you experience difficulty:	Not Appropriate	No Difficulty				Great Difficulty
1. In selecting appropriate art activities?	( )	1__	2__	3__	4__	5__
2. In selecting appropriate methods for teaching art?	( )	1__	2__	3__	4__	5__
3. In obtaining materials for teaching art?	( )	1__	2__	3__	4__	5__
4. In selecting appropriate music activities?	( )	1__	2__	3__	4__	5__
5. In selecting appropriate methods for teaching music?	( )	1__	2__	3__	4__	5__
6. In selecting physical education activities?	( )	1__	2__	3__	4__	5__

SECTION IV—READING

No Difficulty	Teaching Methods			Great Difficulty		Not Appropriate	No Difficulty	Materials and Student Activities			Great Difficulty
1__	2__	3__	4__	5__	1. Use of basal reading series with mentally retarded children	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	2. Readiness program	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	3. Sight vocabulary	( )	1__	2__	3__	4__	5__
					Word attack skills						
1__	2__	3__	4__	5__	4. Phonics	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	5. Structural analysis	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	6. Oral reading	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	7. Reading comprehension	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	8. Grouping for ability differences	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	9. Supplemental reading	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	10. Use of dictionary	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	11. Use of experience charts	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	12. Application of reading to everyday situations	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	13. Recreational reading	( )	1__	2__	3__	4__	5__

SECTION V—ARITHMETIC

1__	2__	3__	4__	5__	1. Use of basic arithmetic series in special education classes	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	2. Readiness program	( )	1__	2__	3__	4__	5__
					Fundamental number processes						
1__	2__	3__	4__	5__	3. Addition	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	4. Subtraction	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	5. Multiplication	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	6. Division	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	7. Word problems	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	8. Fractions and decimals	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	9. Concept of place value	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	10. Grouping for ability differences	( )	1__	2__	3__	4__	5__
					Application						
1__	2__	3__	4__	5__	11. Use of money	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	12. Time	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	13. Measurement	( )	1__	2__	3__	4__	5__

SECTION VIII—SOCIAL STUDIES

Determining Content to be Included							Materials and Student Activities				
No Difficulty				Great Difficulty		Not Appropriate	No Difficulty				Great Difficulty
					Basic Areas						
1__	2__	3__	4__	5__	1. Understanding of home and family	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	2. Understanding of community	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	3. Safety	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	4. Health	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	5. Basic understanding of federal, state, and local government	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	6. Local current events	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	7. State current events	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	8. National current events	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	9. Use of news media	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	10. Historical events	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	11. Sex education	( )	1__	2__	3__	4__	5__
					Skills, Habits, and Attitudes						
1__	2__	3__	4__	5__	12. Respect for law and authority	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	13. Wise use of leisure time	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	14. Getting from one place to another	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	15. Grooming	( )	1__	2__	3__	4__	5__
					Occupational Information						
1__	2__	3__	4__	5__	16. Development of good work habits and attitudes	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	17. Developing realistic job aspirations	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	18. Process of applying for a job	( )	1__	2__	3	4__	5__
1__	2__	3__	4__	5__	19. Understanding fringe benefits (Social Security, etc.)	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	20. Understanding union membership	( )	1__	2__	3__	4__	5__

SECTION VI—LANGUAGE ARTS

1__	2__	3__	4__	5__	1. Listening skills	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	2. Oral vocabulary development	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	3. Improving oral self-expression	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	4. Manuscript writing	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	5. Cursive writing	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	6. Spelling	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	7. Use of telephone	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	8. Following directions	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	9. Letter writing	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	10. Written self-expression	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	11. Business forms (checks, application blanks, etc.)	( )	1__	2__	3__	4__	5__

SECTION VII—SCIENCE

Determining Content to be Included						Materials and Student Activities					
No Difficulty				Great Difficulty		Not Appropriate	No Difficulty				Great Difficulty
1__	2__	3__	4__	5__	1. Weather	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	2. Seasons of the year	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	3. Plants	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	4. Animals	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	5. Sun, earth, moon	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	6. Air	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	7. Water	( )	1__	2__	3__	4__	5__
1__	2__	3__	4__	5__	8. Conservation of natural resources	( )	1__	2__	3__	4__	5__

SECTION IX—SEATWORK

		No Difficulty				Great Difficulty
Do you have difficulty in developing meaningful seatwork in the areas indicated?	Arithmetic	1__	2__	3__	4__	5__
	Language Arts	1__	2__	3__	4__	5__
	Reading	1__	2__	3__	4__	5__
	Social Studies	1__	2__	3__	4__	5__
	Science	1__	2__	3__	4__	5__
Do you have difficulty in designing seatwork on different ability levels for a particular lesson?	Arithmetic	1__	2__	3__	4__	5__
	Language Arts	1__	2__	3__	4__	5__
	Reading	1__	2__	3__	4__	5__
	Social Studies	1__	2__	3__	4__	5__
	Science	1__	2__	3__	4__	5__
Do you experience difficulty in designing seatwork which is varied?	Arithmetic	1__	2__	3__	4__	5__
	Language Arts	1__	2__	3__	4__	5__
	Reading	1__	2__	3__	4__	5__
	Social Studies	1__	2__	3__	4__	5__
	Science	1__	2__	3__	4__	5__

SECTION X—PUPIL EVALUATION

	Not Appropriate	No Difficulty				Great Difficulty
Do you experience difficulty:						
1. In reporting pupil progress to parents?						
a) Report cards	( )	1__	2__	3__	4__	5__
b) Parent conferences	( )	1__	2__	3__	4__	5__
c) Written narrative reports of pupil progress	( )	1__	2__	3__	4__	5__
d) Anecdotal records	( )	1__	2__	3__	4__	5__
2. In developing adequate teacher-made tests for classroom use?	( )	1__	2__	3__	4__	5__
3. In grading daily assignments?	( )	1__	2__	3__	4__	5__
4. In determining promotion policies?	( )	1__	2__	3__	4__	5__

SECTION XI—PUPIL CHARACTERISTICS

No Difficulty … Great Difficulty

Do you experience difficulty:

1. In understanding and appreciating how social class differences affect pupil performance in school? 1__ 2__ 3__ 4__ 5__
2. In understanding the intellectual characteristics of retarded children? 1__ 2__ 3__ 4__ 5__
3. In understanding the social development of the retarded child? 1__ 2__ 3__ 4__ 5__
4. In understanding how emotional problems affect teaching of retarded children? 1__ 2__ 3__ 4__ 5__
5. In utilizing knowledge of the speech and language development of the retarded child? 1__ 2__ 3__ 4__ 5__
6. In understanding children with perceptual problems? 1__ 2__ 3__ 4__ 5__

SECTION XII—PROFESSIONAL RELATIONSHIPS

Do you experience difficulty:

1. In developing good working relationships with administration and special teachers? 1__ 2__ 3__ 4__ 5__
2. In obtaining supervision, and assistance with teaching techniques and methods? 1__ 2__ 3__ 4__ 5__
3. In developing good working relationships with special service personnel, i.e., psychologist, speech therapist, etc.? 1__ 2__ 3__ 4__ 5__
4. In developing good communication with community agencies such as the Social Welfare Department, etc.? 1__ 2__ 3__ 4__ 5__
5. In developing good working relationships with regular class teachers within the school system? 1__ 2__ 3__ 4__ 5__
6. In obtaining opportunities for planning and exchange of ideas with fellow special class teachers? 1__ 2__ 3__ 4__ 5__
7. In gaining access to journals and references? 1__ 2__ 3__ 4__ 5__
8. In dealing with confidential matters? 1__ 2__ 3__ 4__ 5__
9. In establishing good teacher-parent rapport? 1__ 2__ 3__ 4__ 5__
10. In the referral of parental inquiries to the appropriate source for information other than what you as a teacher can provide? 1__ 2__ 3__ 4__ 5__
11. Check those in which you hold membership. Check those which are of assistance to you.

Check those in which you hold membership.		Check those which are of assistance to you.
....	Parent Teachers Association	....
....	Council for Exceptional Children	....
....	Iowa State Education Association	....
....	National Education Association	....
....	American Federation of Teachers	....
....	American Association of Mental Deficiency	....
....	Iowa Association for Retarded Children	....
....	County Association for Retarded Children	....

SECTION XIII—PSYCHOLOGICAL INFORMATION

Do you experience difficulty:

1. In understanding the function, role, and duties of the school psychologist? 1__ 2__ 3__ 4__ 5__
2. In utilizing and understanding information given in reports by the school psychologist? 1__ 2__ 3__ 4__ 5__
3. In interpreting group test results, e.g., readiness and achievement scores? 1__ 2__ 3__ 4__ 5__

SECTION XIV—CLASSROOM ARRANGEMENT AND MANAGEMENT

No Difficulty … Great Difficulty

Do you experience difficulty:

1. In handling a wide age span? 1__ 2__ 3__ 4__ 5__
2. In individualizing instruction, yet planning for the rest of the class at the same time? 1__ 2__ 3__ 4__ 5__
3. In establishing rules, routines, and daily procedures for the orderly operation of the classroom? 1__ 2__ 3__ 4__ 5__ 1__ 2__ 3__ 4__ 5__
4. In establishing daily class schedule? 1__ 2__ 3__ 4__ 5__
5. In developing appropriate techniques for management of pupil behavior? 1__ 2__ 3__ 4__ 5__
6. In effective use of learning centers? 1__ 2__ 3__ 4__ 5__
7. In organization of classroom environment conducive to learning—bulletin boards, seating arrangement, and appearance? 1__ 2__ 3__ 4__ 5__ 1__ 2__ 3__ 4__ 5__

SECTION XV—GENERAL METHODOLOGY

Do you experience difficulty in using the following general methods?

Class discussion 1__ 2__ 3__ 4__ 5__
Individual student report 1__ 2__ 3__ 4__ 5__
Committee work 1__ 2__ 3__ 4__ 5__
Field trips 1__ 2__ 3__ 4__ 5__
Resource people 1__ 2__ 3__ 4__ 5__
Class experiment 1__ 2__ 3__ 4__ 5__
Dramatization 1__ 2__ 3__ 4__ 5__
Demonstrations 1__ 2__ 3__ 4__ 5__

SECTION XVI—AUDIOVISUAL

	(1)	(2)	(3)	(4)
Equipment	*Availability*	*Appropriateness*	*Operation*	*Materials for use with*
Motion picture projector	( )	( )	( )	( )
Slide projector	( )	( )	( )	( )
Film strip projector	( )	( )	( )	( )
Tape recorder	( )	( )	( )	( )
Opaque projector	( )	( )	( )	( )
Overhead projector	( )	( )	( )	( )
Phonograph	( )	( )	( )	( )
Camera	( )	( )	( )	( )
Related Materials				
Pictures	( )	( )		( )
Posters	( )	( )		( )
Models	( )	( )		( )
Displays	( )	( )		( )
Programmed Instructional Materials	( )	( )		( )

Would it be helpful to have available programmed materials for use with the basic skills? __yes __no extensive knowledge on the part of the recipients. It was felt that in subsequent years the nature of the material could change. In fact, it is assumed that the teachers will begin to request material of a more sophisticated nature. To begin the dissemination of theoretical or research oriented materials through the field sessions, would have been premature.

Development Staff

The emphasis on practical materials geared to the immediate needs of teachers meant that the individuals employed on the development staff should have experience in teaching the mentally retarded. The decision was made early in the project that, where feasible, all positions should be filled with persons competent in the tasks they were being asked to perform, and experienced in teaching the mentally retarded. These sound like logical criteria. When one begins looking for media people or graphic artists experienced in teaching the mentally retarded, however, it becomes obvious that such persons are scarce. In terms of people to do the research and writing, the problem is even more complex. Teachers seldom are afforded the opportunity to develop materials; consequently, their talent in this area is rarely sampled. Some teachers who are considered master teachers in the classroom lack the skills required to independently develop materials.

During the three years of the project a number of persons have been employed on a part-time basis as curriculum developers. These included master teachers with considerable teaching experience, teachers with a minimum of experience but who are in the process of earning advanced degrees, and graduate students majoring in special education and having no classroom experience. As a group, the teachers with a minimal amount of experience but enrolled in advanced degree programs proved to be the most effective. Their effectiveness was enhanced by being able to work with a full-time curriculum development specialist. This particular person was an excellent teacher with supervisory experience, a master's degree, and who had demonstrated her writing skills in previous curriculum development activities. Her role as a curriculum specialist, in addition to independently developing materials, was to work with the part-time development staff in a consultative role. She also served in an interpretive role for the persons doing the illustrations and editing. The type of skills and characteristics found to be required for the task of developing curriculum materials within the structure of SECDC were as follows:

1. A realistic frame of reference toward what takes place within a class of the educable mentally retarded.

2. The ability to express ideas in written form.

3. The capability to carry through on an assignment with a minimum of supervision.

4. Sufficient knowledge of resources to facilitate the research required in curriculum development work.

5. The ability to take constructive criticism and to critically review other's work.

6. Sufficient awareness of their own limitations to seek assistance when needed.

The production schedule of documents for dissemination through the field sessions initially meant that approximately nine documents must be completed per year. When the advanced completion dates for printing and the other demands on the staff (e.g., training sessions) are considered, it becomes evident that the development staff works under a climate of pressure. This factor had considerable influence on the procedures which were adapted for the development of materials. Had a large staff been available and had deadlines for production been more reasonable, another course of action might have been followed.

By the end of the first six months of the project, a pattern was established for development of materials. This pattern continued to be the most efficient under the conditions of the project. These conditions included (a) a small staff greatly dependent on part-time personnel; (b) pressures of deadlines due to the number of publications required as input to field sessions; and (c) the commitment to developing materials primarily in response to expressed teacher need.

Since the utilization of staff was a determining variable in formulating the development procedures a brief description of the development staff and their roles would be helpful to groups interested in replicating this model.

Project Director (half-time). This person devotes the majority of his time to administrative tasks. His interest and professional preparation, however, is in curriculum development for the mentally retarded; thus, he participates in the development activities. He basically serves in a consultative role, but also contributes to the writing task. He plays a major role in the final selection of topics, the assignment of tasks to personnel, and in approval of final copy.

Curriculum Specialist (full-time). This person has major responsibility for writing curriculum materials. She also coordinates the development activities of part-time curriculum specialists.

Curriculum Specialists (part-time). The part-time personnel develop materials under supervision. They are generally assigned a topic but work closely with the full-time curriculum specialist.

Editor (part-time). During the second year of the project an editor was employed. He has a background in editing and a strong interest of the education of disadvantaged youth. He works closely with the developmental staff during the formulation of the curriculum materials. During the final phase he assumes primary responsibility for editing the publications.

Media Specialist (part-time). The primary skills required on the part of the media specialist are the ability to illustrate materials and to advise curriculum specialists on the appropriate use of media in their materials. Later, in the use of videotape and the production of films, more technical skills were required on the part of the media specialist. Although individuals employed in this role did not always possess a background in mental retardation, they did adapt readily. By working with the curriculum specialist in the developmental process and participating in the training sessions they acquired sufficient understanding of the proposed use for the materials to enhance their services for the project.

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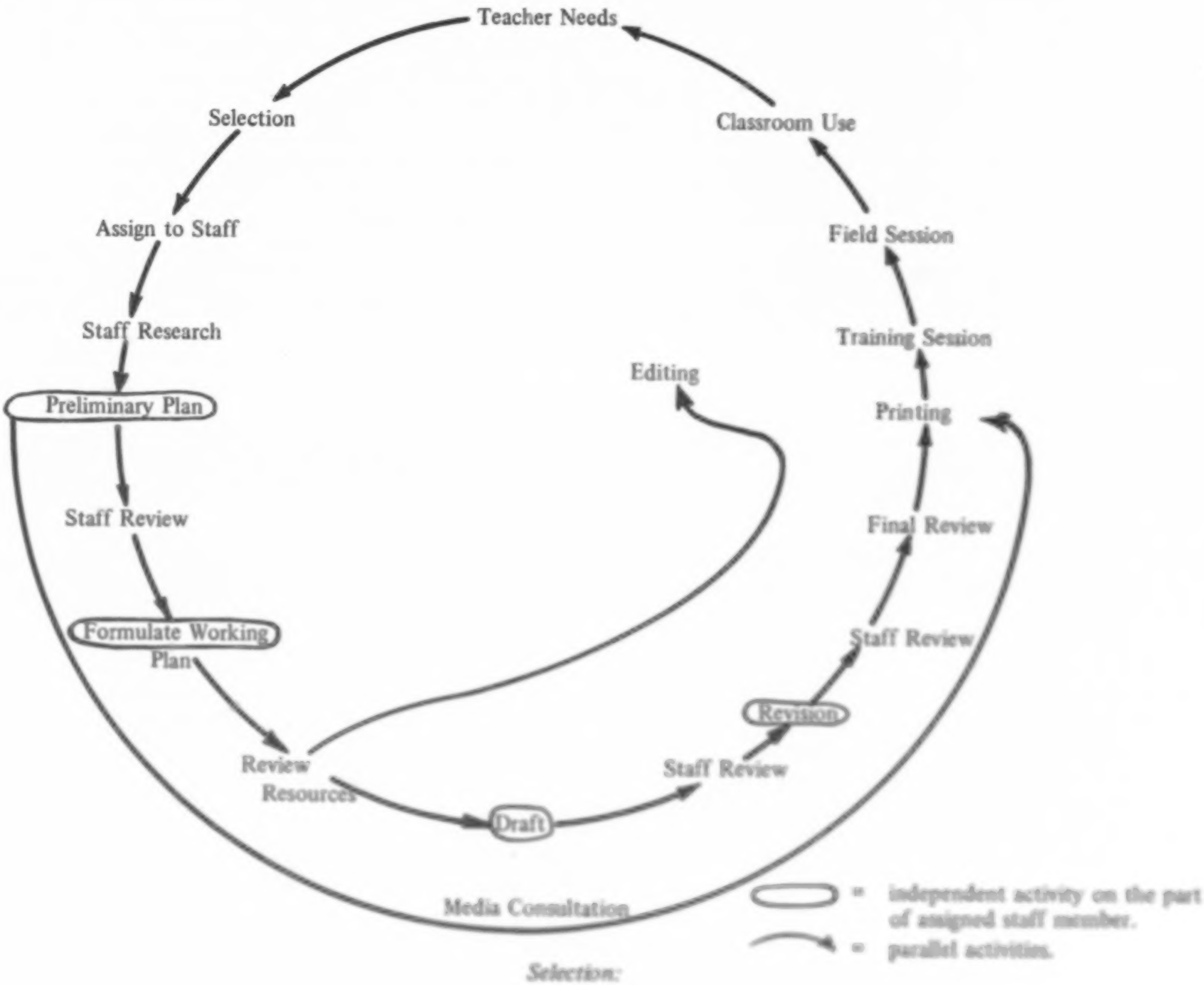
Procedures

Prior to discussing the development procedures, it should also be mentioned that the development activities are carried out on a twelve-month basis. The same procedures are employed during the summer, except that additional part-time staff are added and more documents are simultaneously involved in the process. The only effect this change has on the developmental procedures during the summer is that the full-time curriculum specialist devotes more time to consultative and supervisory functions than to actual writing tasks. The reverse is true during the academic year.

The developmental procedures begin and terminate with a concern for teacher needs. The typical cycle involves one person assuming major responsibility for the development of a document with all staff members contributing their respective skills. The following illustration demonstrates the manner in which a document takes shape and the various means by which the staff members influence the dimensions of the document through their particular skills.

FIGURE 1

DEVELOPMENT CYCLE


Teacher Needs
Selection
Assign to Staff
Staff Research
Preliminary Plan
Staff Review
Formulate Working Plan
Review Resources
Draft
Staff Review
Revision
Staff Review
Final Review
Printing
Training Session
Field Session
Classroom Use
Editing
Media Consultation
= independent activity on the part of assigned staff member.
= parallel activities.

Selection:

Although the final decision on subject matter priorities is the responsibility of the director, the staff collectively explores each proposed topic. In general, four factors influence the selection of a topic:

1. The findings of the study on teacher-perceived instructional problems provides the basic frame of reference. The chronological order of the priority rankings is not adhered to specifically. The topics which rank high in priority on two or more age levels, however, do receive major consideration.

2. The feedback from the field sessions through the consulting teacher is extremely meaningful and timely; consequently, it represents a significant influence.

3. The skills and background of staff members are also important influences. If a staff member has a good background in a particular subject matter area, then consideration will be given to that area if it is generally among the high priority topics. In terms of the practicality of developing materials, this factor is a realistic consideration and frequently plays a large role in the selection of a topic. Staff background, however, is not allowed to distort the process to the degree that the decision is based entirely on staff interest and/or skills, but it is a factor. For example, the document *Social Problem Fiction – A Source of Help for Retarded Readers* came about because a staff member had previously produced a publication on high interest level and low level reading materials, and was acquainted with available resources and experienced in organizing that particular type of material. The need for information on supplemental reading materials and social concerns were ranked fairly high by the teachers. Thus, the two situations combined to determine the selection of this particular topic.

Teachers of the trainable still want something for themselves. One felt that she could not use the intermediate seat-work ideas in any way with her group. Maybe they are tired of using what they can and adjusting. Please give them something next year.

4. There is also a residual effect from each document developed in that the developer will generate ideas on topics as he works on an assignment. These may be followed up and material produced on each topic, or they may be incorporated into other publications.

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Because considerable time is required to develop and print a document, decisions on topics are generally made six to nine months in advance. This allows the consulting teachers to inform their participating teachers of the materials that they will be receiving in the future. A number of advantages accrue from this procedure. The major one is that consulting teachers can begin to collect resource materials and, in general, to orient themselves to the topics in advance.

Assign to Staff Member:

Once the decision on selection is made, the topic is assigned to a staff member. This person is responsible for carrying the document through the many phases of development until it is in final form and ready for printing. During the process, the total staff becomes involved at various times. The staff member may also have other responsibilities. However, at no time does a staff member have major responsibility for more than one publication concurrently.

Staff Research:

The staff member (henceforth referred to as developer) is given a minimum of restrictions during the research phase. Basically, the topic is broadly defined by the staff and the developer proceeds to review the literature in an attempt to bring the topic into perspective. It is generally felt that the end-

product is better when the developer initially is allowed to apply his own ideas and to research the topic broadly. The only restriction which may be applied will relate to overlap with a previously developed document or one in the planning stages. During the research phase, the developer will have access to the university libraries, staff members on the SECDC project, staff members at the on-campus laboratory facilities for handicapped children, and resource persons throughout the immediate geographic area.

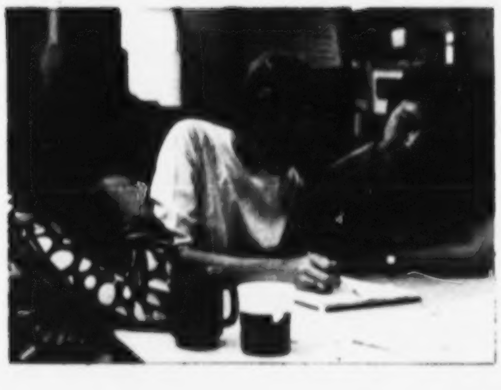
Preliminary Plan:

After the developer has completed sufficient research, feels informed on the topic, and has formulated certain ideas, he is ready to prepare a preliminary plan. At this point, he is allowed the freedom to propose a plan according to his own desires. During this stage, emphasis is given to content rather than format. The preliminary plan typically entails a detailed outline plus at least one section written in the style that the developer wishes to use. The introductory statement which provides an orientation to the readers on the overall document is also included in rough form.

Staff Review:

The developer will distribute the plan to the various staff members in advance of the staff meeting. He may also visit personally with each staff member. The object is for each staff member to be familiar with the plan prior to the staff meeting. During the staff meeting, the developer will verbally interpret the plan. The plan will be extensively discussed, with an emphasis on the weak aspects and the omissions in the plan. Since the staff members are familiar with the preliminary plan, the discussion is very open. The media person will also react to the plan from the perspective of how various media could be incorporated into the document.

Formulate Working Plan:



The task of the developer now becomes one of revising his preliminary plan into an outline which will serve as a guide for developing the document. He incorporates the suggestions of the staff. Additional research may also be necessary. It is at this stage that he begins to give definite dimensions to the document; the content becomes circumscribed and he begins to think about format. If the material is to be in the form of a unit, then the format is in accordance with the procedures outlined in *Guidelines for the Development of Life Experience Units.* This information is included in the SECDC publication entitled *Starter Units II.* If the materials are not to be in unit form, then the developer is free to propose a type of format most conducive to the presentation of material to be covered. The final decision on format is not made until the editor and media personnel become directly involved. The working plan is informally presented separately to staff members for review. If no major problems are identified, the developer proceeds to search for resources applicable to the content covered in the plan.

Review of Resources:

The review of resources primarily involves evaluation of instructional materials available on the commercial market which are applicable to the topic. The developer makes use of the Special Education Instructional Materials Center at the University of Kansas and local instructional materials resources. Materials which are found to be particularly relevant to the topic and which merit being recommended to teachers are frequently purchased by SECDC and made a part of the SECDC library. There were no plans initially to develop a curriculum library; however, as materials were purchased for reference in the development of curriculum documents, the accumulation of materials resulted in a very adequate library. The materials recommended in a SECDC document, for the most part, are available in this library. The library has become a resource for students as well as teachers. The materials are available for use in the library but not on a loan basis. The basic purpose of the library is to make materials available to the SECDC development staff.

Draft:

During the draft stage, a final decision is made on the format. The primary consideration in this decision is to make it meaningful to teachers. Unless the materials are to be in unit form, the format is mainly a question of usability. The printing facilities place certain demands on the format. However, the organization of content, use of illustrations, and general layout can be modified to meet the conditions required by the content. In general this decision is reached following a review by the editor, developer, and the person responsible for the illustrations. Once a format has been agreed upon the draft is completed accordingly. The printer is also notified so that he can order cover stock, binders, ink, etc., in advance.

The title is also selected at this point. Selection of a title may sound like a simple task, but it is much more complex. The title must reflect the emphasis of the content as well as the group for whom it is intended. At the same time it should be kept brief. It is also important that reference to the topic be reflected throughout the document. By agreeing on the topic in the draft stage the implications of the title is made more evident in the document during the revision stages.

Staff Review:

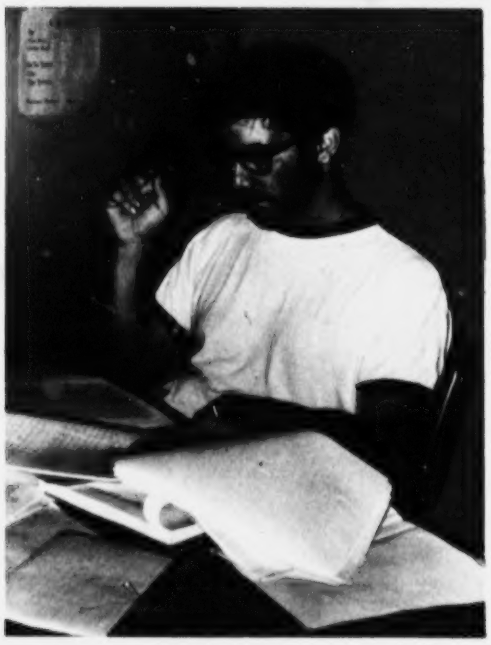
The staff review is accomplished by each staff member independently reading the draft copy. Issues of significant concern are resolved in a group session. Allowing staff members to study the draft independently has the advantage of allowing a person to read it at his convenience and to probably give it more attention than he would during a superficial reading of the materials during a staff session. Each person looks for content emphasis as well as organizational and grammatical errors. We try to look at the document as if we were teachers ourselves and new to the material. This facilitates keeping the material readable and practical.

Revision:

The final review is the combined responsibility of the developer and the editor. Once the developer has the document in what he considers to be final form, it is then given to the editor for editing. Major editing involving organization or deletion of content is subject to the approval of the developer. The editor is familiar with the requirements of the printer and works with the typist to assure that the final manuscript meets their conditions. Since the material must be in photo-ready copy for the printer, the final copy must be in the exact form that the developer wants it when distributed to teachers.

Final Copy:

To assure the availability of copies for distribution to consulting teachers at the training session, which is scheduled prior to printing, ditto masters are made for each page through the Thermofax process. Ditto copies are then assembled and used during the training sessions. Detailed instructions are prepared in written form by the developer and the editor for the printer. The editor, along with the assistant director (who serves as a liaison person between the staff and the printer), hand carry the manuscript to the printer. A close relationship is maintained with the printing personnel to alleviate problems. The members of the SECDC staff having contact with the printer are restricted in order to avoid communication problems.



The previously discussed development procedures place the major responsibility for developing materials on individual staff members in that one person is responsible for a particular document throughout the process. The skills of other staff members are tapped when appropriate. This allows for interaction among staff members on the development of each document. The result is that each staff member benefits from the skills of the other and generally begins to acquire some proficiency in the related skills. The procedure also enhances the staff's overall understanding of the total program.

Description of SECDC Materials

The curriculum materials produced by SECDC are intended to provide teachers with information on curriculum content and teaching methods for use in the classroom, as well as to help them become better informed and more skillful teachers. Because the target group was the broad spectrum of teachers of the educable mentally retarded, it was apparent that if curriculum material were developed for a particular level, teachers at other levels would not find the respective document very meaningful. Then would be the risk that they may not attend the field session.

During the life of SECDC, I have taught at secondary ane elementary levels and have found some material good for both.

At the same time, however, it seemed essential that participation in field sessions be continuous. To maintain the interest of teachers in the field sessions, it would be necessary for most of the materials to be applicable to each of their teaching situations. Otherwise, they might not be motivated to attend regularly.

To compensate for this potential problem, a specific attempt was made to incorporate suggested teaching activities applicable at the primary, intermediate, junior high, and senior high levels in a majority of the documents produced. This way the content was relevant for all teachers. In addition, teachers of the trainable mentally retarded who chose to attend could adapt the suggested materials at the primary and intermediate levels to the needs of their particular pupils. A subtle but important by-product of this approach was that it allowed teachers at the secondary level to become acquainted with curriculum content and methods applicable at the elementary level. A similar experience was afforded elementary level teachers. This developmental emphasis in the materials overlapped in the field session discussions. Teachers representing all levels of instruction participated in the sessions; consequently, the questions, responses, and general topics of discussion were comprehensive.

I adapted them to fit my class needs – shortened some parts and lengthened some parts; translated some ideas to our local situation (as in the Iowa unit).

A basic concern for the development staff was that the materials not take the form of a cookbook filled with "how-to-do-it" details. At the same time it was their concern that the guidelines and suggested activities be presented in sufficient detail so as to be meaningful to allow for implementation. None of the materials was designed to be all-inclusive on a particular topic. For example, the document on *Reporting Pupil Progress in Special Classes for the Mentally Retarded* discussed the various means of reporting, and offered guidelines, but included no prototype report card. Nor was a suggested format for dialogue during a parent-teacher conference offered. The teaching units produced were in the form of "starter units." The starter units concept was developed to introduce teachers to a structured approach for preparing units, and to give them a number of detailed lessons on a given topic. Starter units were incomplete; they merely got the teacher started. Each lesson included a statement of the scope of the lesson, specific instructional objectives, suggested activities, recommended resources, and examples of appropriate experience charts which could be developed during the lessons. They were designed to teach the teachers certain techniques for writing units, and sufficient les-

They questioned the time element in making lesson plans – but after discussion could see the advisability of doing so.

sons to encourage them to develop their own units. Publications which were primarily subject matter oriented were again designed to provide basic information and not to be all inclusive. The science publication provided a skeleton outline of curriculum content at various levels and included collective starter units. Except in a small number of documents, this approach was adhered to.

While reporting of research was not the major purpose of the material, appropriate research results applicable to the particular topic were cited and interpreted. The idea in drawing upon meaningful research was to demonstrate that applied research related to classroom activities is being carried out, and to encourage teachers to become familiar with such research and resources where it is being reported. A heavy emphasis on research was avoided. It was felt that too much attention to related research might develop a negative set on the part of the teachers towards the materials. This was part of the staff's interest in avoiding the "ivory tower" image that is often associated with materials produced in a university setting.

Practical resources were continually referred to in the materials. When possible, the acquisition numbers of the Special Educational Instructional Materials Center at the University of Kansas were included, and teachers were encouraged to order materials for review purposes.

They thought the material was excellent. As time goes on, more praise is given.

While the obvious value of the materials is to assist the special class teacher in teaching information and skills related to specific topics, there is an accumulative effect which may be of even greater importance in that as teachers participate in the field sessions and use the materials, they are exposed to a wide range of ideas, related research, and materials relevant to teaching the mentally retarded. The field sessions and materials combine – over a period to time – to represent a sequence of learning experiences which could be comparable to course work in curriculum development. The value of this cumulative effect is enhanced by the spacing of the materials and the field sessions. The materials are distributed and discussed during the field session. During the succeeding month, many of the teachers will use the materials in their classrooms. They will then bring back to the following field session their reactions as to how the materials actually work in the classroom. This type of dialogue and interaction gives the participating teacher considerable feedback.

Teachers are talking about the need for more specific units in arithmetic with increased emphasis on practical application.

The experiences of the consulting teachers and the SECDC staff suggest that the participating teachers are becoming much more sophisticated in what they expect in the form of materials and in their response to the materials given. They are beginning to look at content, suggested activities, and general theory behind the materials, rather than responding to the binding, print type, and general quality of illustrations. This observation suggests considerable growth on the part of the participating teachers.

I have had a request from new teachers regarding the materials from last spring. Are we able to get back copies for them?

The curriculum publications are distributed free of charge through the field sessions to all teachers of the mentally retarded in Iowa. Undergraduate students in teacher training programs in the area of mental retardation in Iowa also receive them free during their senior year. Multiple copies are distributed free to libraries of colleges and universities in Iowa and surrounding states who express an interest in the materials. The member centers of the Instructional Materials Center Network receive five copies of each document. Other interested persons may obtain copies on a cost basis. (See Appendix G)

A total of 25 curriculum publications have been developed and disseminated by SECDC. For the most part, they can be categorized in four basic types. These categories evolved during the development process, but were not anticipated in the planning. For purposes of clarification the titles are listed according to category rather than in the order of publication.

Review of Commercially Prepared Materials:

Initially the review of commercially prepared materials was anticipated to be a major service of the project. However, these plans were changed after the second series of field sessions. Subsequently, reviews of commercial materials were incorporated in more comprehensive curriculum publications. The reviews which were developed were descriptive in nature and integrated with demonstrations of the material when feasible. There was no attempt to rate materials on a qualitative basis.

The Frostig Program for the Development of VisualPerception. A brief review is given on the subject of visual perception and its relation to academic achievement. Addtional comments and suggestions have been provided concerning the use of the Frostig Materials with educable mentally retarded students. April, 1967. 13 pages.

Materials for Educable Mentally Retarded and the Disadvantaged by Frank E. Richard. A listing and description of the various instructional materials available from several publishers. April, 1967. 15 pages.

Functional Basic Reading Series: Stanwix House, Inc. This guide contains a statement of the purpose of the Functional Basic Reading Series and a listing of the materials included in the series. April, 1967. 4 pages.

The research report on use of the Peabody Language Development Kit in Pine School was of considerable interest to the teachers in my field session.

Peabody Language Development Kits #1 and #2. Most educators recognize the importance of language development in children. Recently a number of studies have been carried out to investigate language development programs for the mentally retarded. This guide discusses the Peabody Language Development Kits #1 and #2 plus some of the research on the effectiveness of language programs. April, 1967. 16 pages.

Life Experience Units:

Teaching units were developed in accordance with a set of guidelines which had been modified for use by SECDC. Publications containing selected units and guidelines for writing units were produced, as well as individual units. The sets of units contained starter units, whereas the individual units were more comprehensive. The units were prepared for several levels of instruction.

The starter unit concept makes a lot of sense. They are a great deal of help in developing more detailed units for my group of students.

Life Experience Starter Units Set #1. This guide contains starter units rather than comprehensive units for three levels: Primary units on "School Orientation" and "Clothing," intermediate units on "Grooming" and "Taking a Trip," and advanced units on "Preparing for Work Experience" and "Budgeting." The guide includes the completed preliminary steps in developing units: rationale, objectives, core activities, and resource materials. Approximately ten lesson plans are also provided with each unit. It is emphasized that these starter units are intended as a resource rather than as complete units. January, 1968. 173 pages.

I think it might be very helpful if some sessions could be held for very small groups to observe how consulting teachers or others are actually teaching units – could see that it works – a program of visitation during the school day.

Life Experience Starter Units Set #2. This publication is the second in a series of life experience starter units. The format of this guide is the same as that of *Life Experience Starter Units Set #1.* Primary level units are "Learning to be Healthy" and "Pets." Intermediate units include the topics of "Recreation" and "Iowa, Our State." At the advanced level the units are "Teen Dating" and "Home Maintenance." January, 1969. 209 pages.

The Newspaper: A Major Supplement to the Language Arts Program for the Educable Mentally Retarded. The focus of this publication is on the use of the newspaper as an integral part of the Language Arts Program. The lessons in this guide are not intended to be inclusive, rather they are presented as representative lessons which can be elaborated on by the teacher. Emphasis is placed on using the newspaper as a source of information about the community. October, 1967. 99 pages.

Took me a little while to get used to the organizational pattern. Now I find it very usable and very well organized. Easy to add on my plans!

Experience Unit – Family and Home – Advanced Level. In this unit considerable attention is given to the responsibilities that the student will soon assume as an adult. This particular unit can serve as a transition to more specific units later on sex education, child care, and household management. May, 1967. 42 pages.

Experience Unit – Family and Home – Intermediate Level. This unit is a sequel to the Primary Level Unit on the Family and Home. It includes an expansion of the topics of the primary unit to which have been added sub-units about clothing and transportation. May, 1967. 31 pages.

Experience Unit – Family and Home – Primary Level. Equipping the mentally retarded with skills to function acceptably as a family member, head of a household, or a parent is a major task of the school. The foundations for these skills are introduced in this unit and include such topics as parent occupations, our jobs at home, sex education, good manners, health habits, etc. May, 1967. 57 pages.

They were well organized and I found them easy to use along with my other materials. It finally got so I could add on my own objectives and continue the format.

Subject Matter Curriculum Guides and Starter Units:

The emphasis of these publications was to present a fairly comprehensive discussion on the topic, to offer suggestions on scope and sequence of curriculum, and to present actual teaching sequence in the form of starter units. An extensive bibliography was also incorporated into each document. For the most part these documents stimulated the most interest during the field session. This was primarily because they incorporated information of a conceptual nature as well as actual teaching suggestions.

Science: Suggested Content, Activities, and Experiences. This document on teaching science to the educable mentally retarded includes general objectives, an outline of content, suggested experiments, and selected starter units. The material is prepared on four levels of difficulty: primary, intermediate, junior high, and senior high. January, 1968. 268 pages.

Law and Authority: An Essential Part of the Social Studies Program for the Educable Mentally Retarded. The content of this document in general relates to law and authority. Particular emphasis is given to the provision of experiences which contribute to the development of positive attitudes and to teaching information relevant to law and authority. February, 1968. 115 pages.

I was one of the lucky ones who field tested this material in my classroom.

Speech Improvement for the Mentally Retarded. The material in this manual is designed to help the special class teacher incorporate an oral communication program into her existing instructional program. Sample lessons for both the educable and trainable mentally retarded are included. Most sample lessons relate to the policeman as a community helper and elaborate on how speech improvement activities may be used in presenting this material. March, 1968. 114 pages.

The speech therapists in our area were particularly pleased with this document.

Understanding the Law: A Guide for Teaching the Mentally Retarded. This guide is a revision of *A Kid in Trouble: Juveniles and the Law.* It was written to provide special education teachers with some suggestions for teaching the educable mentally retarded about laws and how laws affect them as members of the community. The unit centers around a fictitious junior high character who gets in trouble because of shoplifting. This manual contains 23 suggested lessons and audiovisual materials. October, 1969.

Art Integration: A Guide for Teachers for the Mentally Retarded. This manual has been written primarily to introduce teachers of the mentally retarded to the wide range of learning possibilities that are available when art is integrated with other subject areas. Sample lessons have been prepared for the teachers. September, 1969. 75 pages.

Planning an Arithmetic Curriculum for the Educable Mentally Retarded. This publication was designed to serve as the base upon which local school departments may develop an adequate arithmetic program for all retarded individuals from the primary level through high school. Consequently, the model has been arbitrarily divided into four categories which parallel the divisions currently in use by many school districts. Starter units are included for primary, intermediate, and advanced levels. November, 1968. 148 pages.

Descriptive Publications on Methods and Procedures:

I continue to dislike the label of "educable mentally retarded" on front of each unit.

A number of materials were developed which did not lend themselves to the inclusion of suggestive teaching activities. These were materials requested by teachers primarily through the field sessions. They are materials which are generally applicable to all levels of special class instruction. They are also applicable to many situations in general education.

It's about time!

A Social Attitudes Approach to Sex Education for the Educable Mentally Retarded. The material presented in this guide is the result of an attempt to organize a sequential program of lessons on sex education. The emphasis on sex education subject matter reflects a commitment to the teaching of attitudes as an essential component of social development. The lessons have been planned as a sequential program for pre-primary through adolescence. September, 1967. 299 pages.

The general lesson plan format has become very helpful in my daily lesson planning.

Homemaking for the Educable Mentally Retarded Girl. The areas of homemaking considered in this guide include personality and grooming, home management, clothing, foods and nutrition, and child care. The emphasis in these areas is on suggesting specific experiences which are important and of interest to retarded girls. Sample lessons are included as examples of how a lesson might be organized and the level of difficulty which could be considered reasonable of the retardate. An extensive listing of resources is also presented for each area. November, 1967. 115 pages.

An Investigation of Teacher-Perceived Instructional Problems: Indicators of In-Service Training Needs for Teachers of the Educable Mentally Retarded. The basic problem investigated in this study relates to the identification of priority topics for a state-wide system of in-service training for teachers of the educable mentally retarded. Answers to three main questions were sought by the investigators: (1) What are the major general instruction problems? (2) Within these problem areas, what are the specific problems encountered by special class teachers? (3) What kinds of variables influence the nature of instructional problems perceived by special class teachers? March, 1968. 137 pages.

Reporting Pupil Progress in Special Classes for the Mentally Retarded. These guidelines are designed to provide a source of help to school districts wishing to revise or establish reporting procedures. No attempt has been made to offer the reader a prototype system. Rather, the emphasis is on presenting what the SECDC staff considers a meaningful frame of reference for reporting pupil progress, and to offer specific suggestions regarding the use of report cards, parent-teacher conferences, and home visitations. October, 1968. 67 pages.

The Use of Overhead Projection in Classrooms for the Mentally Retarded. This publication is specifically designed to assist the special class teacher in making visual presentations using overhead projection. Operation of overhead projectors, screen placement, room arrangement, production of transparencies and other mechanical procedures are covered. A section is devoted to ideas a teacher may use to design transparencies that are tailored to the specific needs of his own class. Particular emphasis is placed on overhead projection teaching techniques such as: stimulating student interest, maintaining discipline, pacing, and student participation. March, 1969. 86 pages.

Developing Appropriate Seatwork for the Mentally Retarded. The intent of this guide is to present standards by which relative merits of various seatwork can be judged. Additional discussion and suggestions are offered in an attempt to help teachers find realistic solutions to some of the problems encountered when developing and organizing seatwork for mentally retarded students. Preparatory planning steps to be considered in the course of selecting specific seatwork activities are outlined, and a suggested planning format is proposed. Representative samples of seatwork activities for three levels of instruction are also presented. April, 1969. 95 pages.

Bibliography:

Although recommended resource materials in the form of bibliographies are an integral part of all publications, two entire documents were devoted to bibliographies. Neither was a typical bibliography. Each was designed for a particular purpose and was organized to convey more than information on titles and publishers. However, for purposes of categorizing, they fall under the rubric of a bibliography.

Improving Instruction for the Trainable Mentally Retarded. This document presents a brief frame of reference for the education of the trainable mentally retarded, suggestions for evaluating curriculum materials, an extensive bibliography, and ideas on teacher-designed materials and activities. April, 1968. 90 pages.

Social Problem Fiction – A Source of Help for Retarded Readers. This publication is more than a simple bibliography of readings for the mentally retarded. The teacher has on hand an annotated listing of over 500 major works and basal readers, with suggestions for their instructional uses in library instruction, independent reading, class and small group discussion, and correlation with unit work and basal reader programs. February, 1969. 316 pages.

Production and Printing Procedures

Coordination of the production and development functions is crucial. To minimize problems of communication, this responsibility is assigned to one person, the assistant director. He works closely with the production staff on printing, and with the development personnel on writing and research. It is his responsibility to monitor the printing schedule and be sure that the manuscripts meet the deadlines set by the printer. For example, a minimum of six weeks is required by the printer to reproduce, assemble, and bind a two-hundred page document. An additional two weeks is required for mailing. This means that a manuscript must be in the hands of the printer at least eight weeks in advance of the first scheduled field session at which the document is to be disseminated.

The sequence of topics selected for development during a school year is set early in the spring prior to the beginning of the subsequent school year. The assistant director, with the printer, establishes a deadline for printing. A schedule for development, with short-termed goals for the completion of various steps, is also set by the development staff. The assistant director works closely with the development staff so that he can alert the printer of any special printing demands which may occur, and to negotiate extra development time if necessary.

A chart outlining target dates with check points is prepared in the spring on which the progress of each document is recorded (See Appendix G.) Careful monitoring is extremely important. While the printer is sensitive to problems encountered by the development staff, the SECDC publication contract is but one of several jobs that the Joint County System is responsible for.

Changes in Production:

Initially the production plans called for the materials to be mimeographed by the SECDC staff. It soon became apparent that this was an insurmountable task if the required volume of materials was to be produced and collated. In the fall of 1967, the State Department of Public Instruction agreed to assume the production costs through a cooperative agreement involving the media center of the Joint County System of Cedar, Johnson, Linn, and Washington Counties (See Appendix E). The media center was equipped to Itek, multilith, collate, and bind the publications.

This was a turning point in terms of improving and expanding the materials. This new procedure allows for illustrations, tape bindings, and the use of cover stock. During the first year of this procedure, 1500 copies of each document were produced. Beginning in the fall of 1968, the production was increased to 2500 copies to accommodate requests for materials from outside Iowa. A change in binding was made to include spiral bindings. A number of teachers had requested these spiral bindings so that the materials would lay flat while being used.

Beginning in the fall of 1969, all publications will be "varityped." This process will greatly improve the appearance and quality of the publications, in addition to reducing the cost. "Varitype" allows more flexibility in format. It will also permit the material to be printed in a form similar to textbook format. The number of pages will be greatly reduced, thus reducing the time for printing and collating. The materials will now reflect more of a commercial quality than the multilith process allowed.

The close relationship maintained with the media center, through the assignment of responsibility to a single individual, has facilitated these changes. The media center – like commercial companies – prides itself in its production; consequently, it is interested in maximizing its contribution to the program. Most of the changes in production have emanated from the media center staff.

CHAPTER IV

TRAINING SESSIONS

The primary purpose of the training sessions is to provide the consulting teachers with assistance in preparing for their field sessions. The assistance takes the form of demonstrations by the SECDC staff on the curriculum materials to be presented by the consulting teachers in their field sessions; information on activities involving SECDC and future plans; allowances for interaction with other consulting teachers; and presentations on special topics by outside consultants. The latter was utilized as a means of improving the skills of consulting teachers.

I started in special education 15 years ago and this is the first real help I have had.

The training sessions represent the only opportunity for the total SECDC staff to confer with the consulting teachers. Other than the training sessions, communication between the consulting teacher and the SECDC staff is through the coordinator or by mail or telephone. Thus, the training sessions are viewed by the staff as a major element of the model in terms of communication between the SECDC staff and the consulting teacher.

Atmosphere

I felt complimented on the professional way Consulting Teachers were treated. I liked the pleasant, congenial atmosphere of training sessions.

In keeping with the philosophy that teachers should be treated as professionals, as well as given professional responsibility, considerable attention is paid to establishing a compatible atmosphere. The training sessions are designed specifically for the consulting teachers. Every attempt is made to make this apparent to all in attendance. Even though observers were generally present, the focus is always on the consulting teachers. The following descriptive statements are characteristic of every training session:

1. The consulting teachers are provided information in advance regarding the agenda. They are also encouraged to contribute items to the agenda.
2. Each is given a portfolio for her personal use.
3. The training sessions are held in one of the better motels in Iowa City. They are encouraged to bring their spouses if they desire. The facility which has been used most frequently has a restaurant, pool, lounge, adequate parking space, and is easily accessible.
4. All expenses are reimbursed. If the consulting teacher lives a considerable distance from Iowa City, she is encouraged to travel by airplane.

5. The general atmosphere of the training session is informal in terms of interpersonal relationships. However, some formal aspects are introduced to reinforce the importance and status given to the consulting teachers role. For example, the room is organized so that each consulting teacher has her own agenda and set of materials. Two teachers are assigned per table. Microphones are accessible on all tables to facilitate the videotaping process. The room arrangement allows for a distinct separation to be made between the consulting teachers and the observers. The observers are not seated at tables nor are they given all the materials available to the consulting teachers.

The atmosphere was informal but appropriate. Everything was so well-organized and yet there was a very relaxed atmosphere.

The emphasis is on making maximum use of the time to convey information to the consulting teachers and to gain feedback from them. This is done in a climate which is designed to give status to the consulting teachers.

The informality of the staff, the organization of the sessions, and the focus on the consulting teachers combine to create the feeling of enthusiasm that the staff attempts to generate on the part of the consulting teachers. The enthusiasm of the consulting teachers is considered a major contributor to their effectiveness as in-service educators. The training sessions provide an excellent opportunity to detect possible problems which might detract from their enthusiasm. They also allow the staff an opportunity to share in the enthusiasm. This comes about in the participation of the staff on the program as well as in their personal reaction to events shared by consulting teachers.

Your concern and planning for the comfort and well-being of us teachers did reflect greatly in our high morale as a group and effectiveness as consulting teachers.

Planning

Preparation for the training session involves three areas of responsibility; namely, (1) arrangement and scheduling; (2) organization of program; and (3) preparation of specific presentations. In contrast to the field sessions, where the responsibilities are on the consulting teachers, the SECDC staff is responsible for planning and conducting the training sessions. While each staff member plays a specific role in each training session, certain staff members have greater coordination responsibility than others. Because of the importance of the training sessions and the broad involvement of the staff, the preparation is actually an on-going process throughout the year. In essence, the major thrust of the tasks performed by the staff is aimed at the training sessions. This is true of the development staff as well as those persons with administrative responsibilities.

Arrangements and Scheduling:

The field coordinator, because of his liaison duties between the consulting teachers and the staff, is responsible for the overall arrangements. He maintains a file on the school calendars of the districts who have consulting teachers. Early in the summer he develops a preliminary yearly schedule for the training sessions

along with alternative dates. These are submitted to the consulting teachers for their reaction during the summer. Prior to the first training session in the fall, agreement is reached for the yearly schedule. Three two-day training sessions are held during the year. Typically they will be on a Thursday and Friday. Early confirmation of the schedule is extremely important because so many decisions are dependent on the field sessions. For example, the production of materials must be geared so that they can be completed prior to the training sessions. Presentations need to be planned and substitute teachers must also be obtained locally for the days the consulting teachers are absent.

Once the yearly schedule is set the preparation is restricted to the individual training sessions. Basically the coordinator's role involves the following tasks:

1. Corresponding with the employing superintendent and/or director of special education to alert them to the days the consulting teachers will be attending the training sessions in Iowa City.

2. Corresponding with consulting teachers to alert them to the tentative agenda and to ascertain additional items for the agenda.

3. Making arrangements with a motel for accommodations, meals, and meeting rooms. This task is time consuming and requires considerable correspondence. Using the same facility repeatedly has helped to reduce these tasks.

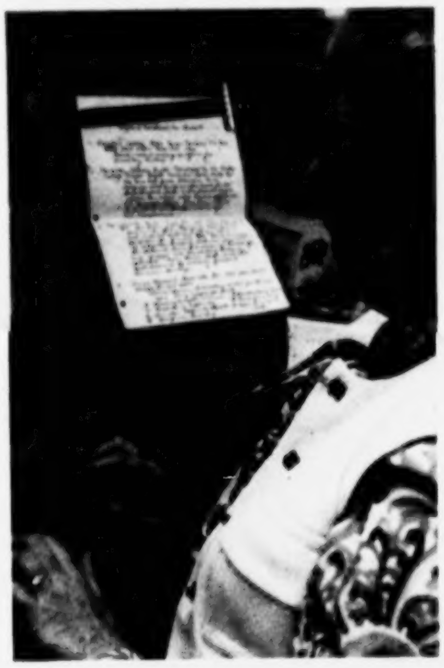
Organization of Program

As soon as the topic for the materials to be developed and the training session dates have been agreed upon, the basic dimensions of the program are also determined. Typically, two curriculum publications will be presented at each training session. The assistant director coordinates the program, and his responsibilities are of two types: one, coordinating the efforts of those who will give presentations; and two, carrying out specific tasks which he is responsible for during the training sessions.

Coordination of Program:

Well in advance of the regular training session the format of the training session begins to take shape. The curriculum publication topics are known and the materials are in the process of being completed. The consulting teacher reports, as well as the coordinator's reports, are available for review. Consequently, it is possible to identify the specific areas in which consulting teachers feel they need help. Thus, sufficient information is available on which to make decisions regarding special presentations which should be included in the program of the training session and on the remainder of activities including those items which are routine for each training session. This allows for a skeleton program to be developed well in advance of the training session. The assistant director formulates the skeleton draft in rough form and uses it as a frame of reference in overseeing planning for the training session. For the most part, his role of coordinating the development of presentations for the program is limited to monitoring the progress of individuals who have been delegated this responsibility.

Specific Tasks:



There are certain tasks, administrative in nature, which are routinely handled during the training session. The only advanced preparation required involves the dissemination of forms and/or having the appropriate material available during the training session. These include the following:

1. Distributing the expense account forms to consulting teachers.

2. Corresponding with consulting teachers regarding their need for materials (i.e., stamps, invitations, letterhead stationery, etc.).

3. Preparing revised mailing lists of participating teachers and confirming these with the consulting teachers during the training session.

4. Making arrangements for the distribution of questionnaires or special tasks that consulting teachers will be asked to carry out following the training session.

Preparation of Presentations

Because the curriculum publications developed by SECDC are designed to be disseminated through the field sessions by consulting teachers, the development staff is continually alert during the writing process for ideas which will make the training session presentations meaningful. The person assigned major responsibility for developing a particular document also makes the presentation at the training session. As previously mentioned, the presentation of the material is not intended to be a blueprint which the consulting teacher will follow in her field session. The intent is to provide meaningful information on the material and to encourage innovative presentations on the part of the consulting teachers. Consequently, no set pattern is adhered to by the SECDC staff in their presentations.

Basically, the presentation on the SECDC material will vary greatly. There will, however, be certain common elements:

1. An overview of the materials, by purpose, sequence, and application to the classroom.

2. A variety of media will be used (i.e., charts, overhead projectors, slides, etc.).
3. Some group participation will be designed to involve the consulting teachers.
4. Resource material will be identified and/or displayed.
5. The presentation will be presented not described. In other words, a staff member will not say "this is how it could be done." He will actually conduct the presentation.
6. The presentation will include informal as well as formal techniques. They will not be all one or the other.
7. If there are high-risk aspects of the material, reference will be made to these areas. This generally occurs when it appears that the consulting teacher might generalize too much from part of the content.
8. If there are certain resources available locally which should be used in the field sessions, these will be mentioned.

The advantage of having the presentation made by the person who was responsible for its development is that this person is most knowledgeable of its contents. It also allows a consulting teacher to identify the person with the materials. The disadvantage is that the staff member frequently assumes too much on the part of the consulting teacher. Often they need more information than is presented to them by the SECDC staff member.

Because a special attempt is made to use a variety of media and to alter the presentations by the SECDC staff members, the consulting teachers are subtly exposed to a number of different methods which they may later utilize in presenting materials at their field session. The indirect approach is taken rather than presenting the consulting teachers with an outline of how the materials ought to be presented during their field session. It has been the experience of the SECDC staff that consulting teachers will utilize those techniques employed by the SECDC staff which tend to meet their own style. By not having a prepared outline available to them, they do not feel obligated to try techniques which they have not had success with before. There is no stress placed on the consulting teachers to replicate the style of those members of the SECDC staff presentations at the training sessions.

The presentations generally run about an hour to an hour and a half. This is followed by a discussion involving the consulting teachers. During recent training sessions assignments have been given to the consulting teachers during the discussion period. The assignments generally are designed to require the consulting teachers to review the material in depth, and to consider its application to the classroom as well as to how they might present it in their field sessions. An additional discussion period is conducted following their completion of the homework.

Special presentations generally include topics related to specific skills needed by the consulting teachers in their field sessions or topics of a general informational nature. For example, a resource person was brought into one training session to make a presentation on the use of audiovisual aids when presenting information to groups. This person geared his lecture and demonstration to the types of aids that a consulting teacher might use in her field session. Informational topics might relate to curriculum topics being undertaken at other universities, new activities being sponsored by the State Department of Public Instruction, or new plans and activities regarding SECDC services.

The intent of the special presentations is to provide the consulting teacher with information above and beyond what is planned for the field sessions. The special presentations represent in-service training for the consulting teachers. One such presentation is generally planned for each training session. Except in the case of information regarding SECDC services, the consulting teachers are not expected to convey the information from these special presentations through their field sessions. The content is primarily designed for their personal benefit.

Typical Training Session Program

The informality seemed to encourage participation and spontaneity. The structure of the program was formal enough to promote efficient use of time.

The organization of the program, as well as the selection of activities to be included, are carefully considered. The success of each training session is extremely important to the consulting teacher model. Each training session is designed to accomplish the following:

1. Allow for maximum interaction between staff and consulting teachers.

2. Provide free time for socialization among consulting teachers.

3. Offer consulting teachers sufficient information to conduct their field sessions.

4. Obtain feedback from consulting teachers on the operation of their field sessions.

Although the organization of the program is kept flexible, a detailed program is prepared and distributed at the beginning of the session. Space is provided for notes on the program. This procedure is included to assist consulting teachers in recording pertinent aspects of the session.

A typical two-day training session will be organized as follows:

DAY ONE

Opening Session	Introduction of observers. Announcements. Review of scheduled events.
SECDC Materials Presentation	Presentation by SECDC staff member. General discussion on materials.
LUNCH	Typically a group lunch is scheduled.
Special Presentation	Presentation by guest speakers or by SECDC staff.
Feedback Session	Chaired by coordinator, a "show and tell" format with maximum involvement of consulting teachers.
Adjournment by 4:00 p.m.	Evenings are free except for an occasional assignment regarding SECDC material.

DAY TWO

Opening Session	Clarification of previous day's activities.
Second SECDC Materials Presentation	Presentation by SECDC staff member. General discussion. Follow-up on assignment.
Administration Details	Expense accounts. Mailing lists. Requests for materials. Schedule of field sessions.
Future Publications	Brief discussion on publications to be developed in the future. Solicit ideas from consulting teachers.
Review Videotapes of Field Sessions	A compilation of excerpts from tapes of field sessions is shown. Each excerpt is reacted to by consulting teachers and staff. This is an effective technique for stimulating discussion.

Special Activities	If any surveys are to be conducted or special reports disseminated through the field sessions, they will be discussed at this time.
Feedback and Evaluation of Session	This session is basically unstructured. The consulting teachers are encouraged to comment on any aspects of the project. An attempt is also made to evaluate the training session and to identify areas of concern on the part of the consulting teachers.
Adjournment	Sufficient time is allotted for individual or small group conferences involving consulting teachers and staff members.

The presentations and discussions are valuable. The materials alone would be good, but the discussion is good for the soul.

Immediately following the training session, the staff reviews the proceedings. This may involve discussion on the overall session, review of videotapes, or a focus on one particular aspect of the session. The objective is to evaluate the effectiveness of the session with an aim toward improving the next one. Since preparation for training sessions is on-going, the findings are easily implemented in the plans for the next training session.

CHAPTER V

SPECIAL ACTIVITIES

In addition to the major in-service training thrust of the consulting teacher model, a number of related activities have been generated by SECDC. While each has been somewhat independent, collectively they represent an attempt to supplement the in-service training aspects of the model. For the most part, the activities discussed in this section reflect attempts to provide assistance to the classroom teacher through additional help or through the resolution of problems they encounter. In some cases, what began as a short-term project has become an integral part of the overall SECDC project, and continues in operation.

Field Testing

During the second year of SECDC, plans for field testing curriculum materials for the mentally retarded were initiated. Present efforts are restricted to two types of field testing activities:

1. Field testing of materials developed by SECDC;

2. Field testing of materials developed by agencies other than SECDC (presently such activities are limited to the Yeshiva University project).

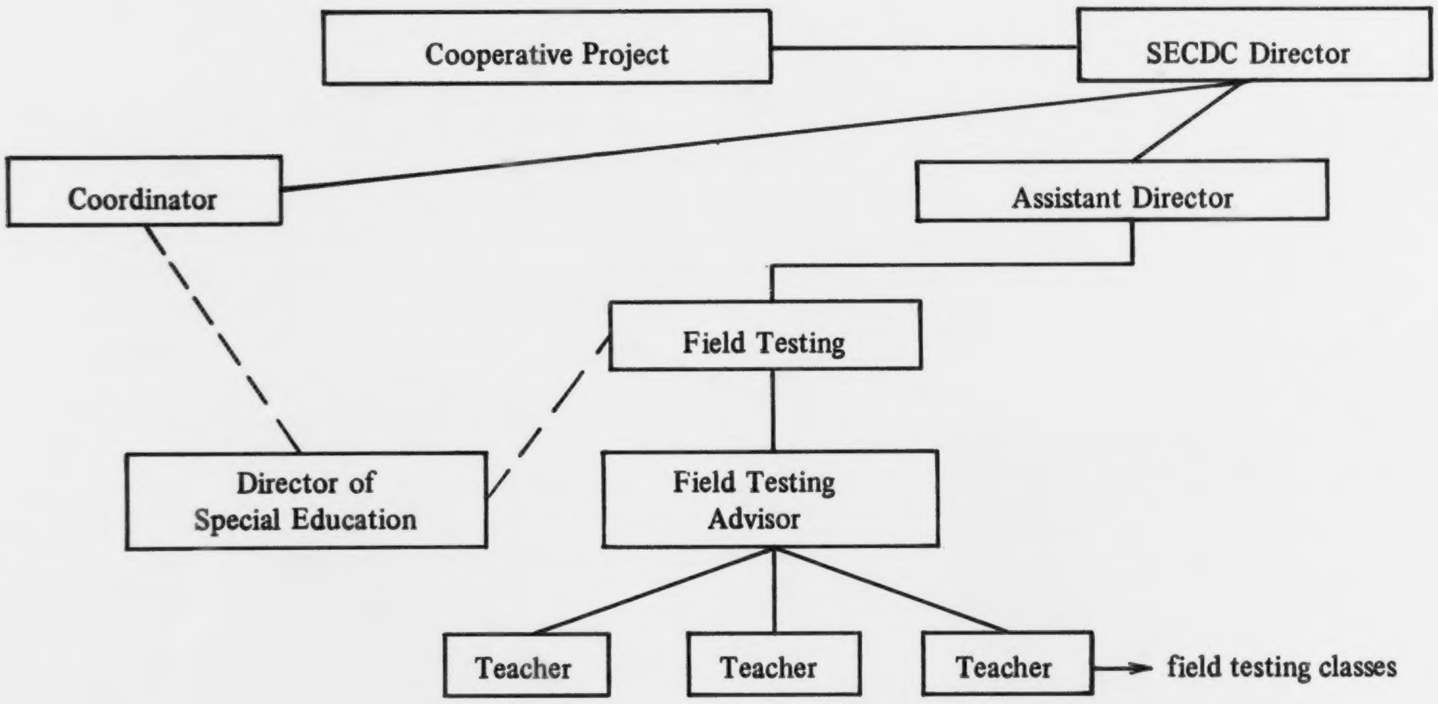
In order to accommodate the logistics involved in coordinating a system of field testing, a structure within SECDC has been established. The structure places the responsibility for coordination on SECDC, but also makes maximum use of local resources. In order to assure continuity in the field testing activities, a contract (See Appendix E) has been developed and contractural agreements have been formalized with local districts. The contract asks the district to specify the number and type of classes they would make available for such research and also requires that a contact person be named locally.

Field testing the Yeshiva materials has been an excellent experience for our teachers.

The field testing advisors are persons, who, in general, have been consulting teachers. These persons receive in-depth orientation to the materials being field tested. The teachers doing the testing will direct their questions to the field testing advisors, who will answer the questions or correspond with the Assistant Director of SECDC. The same procedures are employed for field testing of SECDC materials as well as the Yeshiva School Learning Curriculum. The orientation of field testing advisors takes place in conjunction with the training session for consulting teachers. Separate meetings are held during the training session for the field testing advisors.

FIGURE 2

FIELD TESTING MATERIAL


Cooperative Project
SECDC Director
Coordinator
Assistant Director
Field Testing
Director of Special Education
Field Testing Advisor
Teacher
Teacher
Teacher
field testing classes

Regional Meetings for Administrators

Initially, administrators were discouraged from participating in the field sessions. This decision was made in order to keep the focus on the classroom teacher. However, it soon became apparent that many of the problems encountered by teachers related to their administrators. In some cases, neither the director of special education nor the building principal were very knowledgeable of curriculum for the mentally retarded. In other cases there were problems in acquiring needed materials. Still other problems related to policies on placement of children in special classes. With the development of SECDC there was the additional difficulty of communicating the objectives and organization of the SECDC program.

Now that we are getting this kind of help our greatest need is for administrative understanding.

In the planning stages, directors and consultants of the mentally retarded were included; however, building principals were not directly consulted. In general, the SECDC staff had relied on the local directors of special education to keep building principals and superintendents informed. The only direct contact building principals had with SECDC was through their teachers or via the *Newsletter.*

Early in the field sessions, it became obvious that teachers were concerned that their building principals needed more information on special education in general, and SECDC in particular. In response to this expression the field sessions were opened to principals, and two series of workshops were held throughout the state for administrators. Thirteen sessions were conducted by the SECDC staff. The emphasis was on the SECDC materials plus related curriculum practices. The Instructional Materials Center at the University of Kansas provided an exhibit of materials for the sessions. The sessions were in two parts. The first included presentations; the second was unstructured and geared to concerns of the administrators in attendance. The administrators who attended displayed considerable interest and participated well. The major problem was that the participants varied considerably. Some were superintendents, principals, curriculum supervisors, and directors of special education. This presented planning problems. Future attempts at this activity will involve the structuring of programs specifically for building principals. Much of the feedback from consulting teachers and from questionnaires supports the need for more in-service training for principals on curriculum for the mentally retarded. Those principals who are fortunate to have a consulting teacher selected from their building felt that they were of considerable help in the area of curriculum. However, the vast majority of principals did not have access to consulting teachers. However, building principals as a group do have responsibility for administering special classes for the mentally retarded.

I feel the administrators who attended our sessions gained a great deal – as well as made some very excellent contributions.

Newsletter

SECDC *NEWS*- SECDC IOWA ---

As a means of communicating with the broad spectrum of persons interested in special education, a quarterly *Newsletter* was published by SECDC (See Appendix F). The mailing list includes superintendents, principals, teachers, and other special education personnel in Iowa. Persons and agencies outside of Iowa who have indicated an interest in SECDC are also included on the mailing list. The general purpose of the *Newsletter* is to keep people aware of current SECDC activities. Since the SECDC staff is not personally involved in the field sessions, the *Newsletter* is one method of acquainting people in the field with the individuals participating on the staff. It is also used as a source to announce state meetings and special events. There is no other Iowa newsletter that provides this service for all special education personnel.

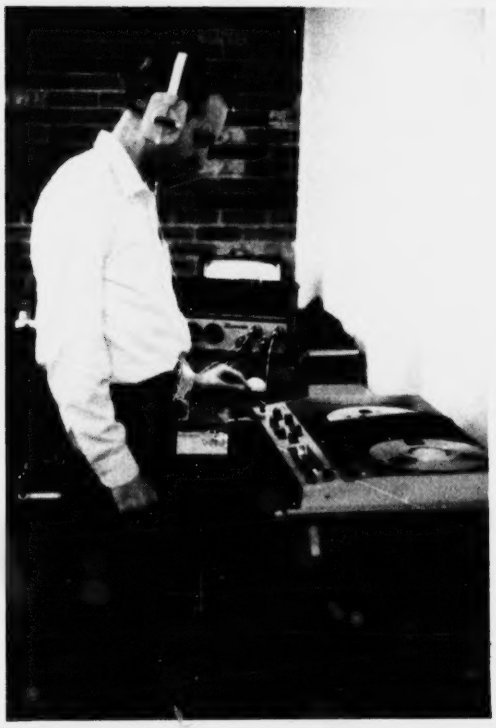
The organization of the *Newsletter* is the responsibility of the editor. News items are prepared by staff members and submitted to him. Pictures of field and training sessions are generally included as well as pictures of special events. The size of the *Newsletter* has restricted the amount of information which can be disseminated through it. While there are no plans to increase its size to journal proportions, there would be value in enlarging it to accommodate more information from the field. It potentially could become a teacher newsletter rather than a SECDC newsletter. There would be considerable merit to this procedure, in that the teachers themselves could control the content and perform the news collecting functions. SECDC could merely provide the editing and printing services.

Appreciation expressed for Newsletter.

Videotaping

I don't recall that any questions were asked. As you will note from the videotape, this group feels pretty secure in the methods and techniques they are using.

The use of videotaping evolved out of a concern for exposing consulting teachers to the techniques employed by other consulting teachers. Time and distance prohibits consulting teachers from attending each other's session. It was also felt that much could be gained if they could observe themselves. During the third year of the project, arrangements were made with the Media Center of the Joint County System to provide videotaping services to SECDC. They had the equipment and the technical skill. Representative field sessions were taped each month as well as all training sessions. The tapes were used by the SECDC staff for evaluation and public relation purposes. They were also used during the training sessions as a means of illustrating various ways that consulting teachers conducted their field sessions.



An additional use of the videotape proved to be very helpful. This was the use of training sessions tapes for orienting consulting teachers who were absent from the training sessions. The coordinator would take the tapes to the consulting teacher and the presentations of the SECDC materials could be shown to her. Thus, even though she was unable to attend, she still received the same information.

As an on-going method of evaluation, videotaping proved to be effective. However, the same results can be obtained with considerably less taping. Samples of three or four field sessions provide ample sampling for illustration purposes. The same generalization applies to monitoring the field sessions. The staff is able to maintain awareness of the general performance of the consulting teachers by a few selected sessions coupled with the observations of the coordinators. Taping of all training sessions, however, is of value. The training session tapes have a number of uses in addition to evaluation and orientation of absentee consulting teachers. They can be used in college classes and also as a means of alerting administrators to the types of activities which take place during training sessions. The special presentations which are taped during the training sessions often have value as in-service training programs.

It was a great help for me to have the tape of Phyllis' presentation at the training session. I found there would have been much left unsaid – had I not had the tape for ready reference. I again want to express my appreciation to all who helped me out when I needed it.

Drive-in Conferences

A state-wide one-day drive-in conference on curriculum for the mentally retarded was sponsored by SECDC. This was not in place of field sessions; rather, it was an experiment to test the interest of educators in this type of professional meeting. Two hundred and fifty persons attended the conference. They were charged a registration fee sufficient to cover the cost of a meal and the room rental.

The program included presentations by guest lecturers, as well as presentations by teachers from the field. During the conference instructional films and Instructional Materials

Center displays were demonstrated, and special education directors held a meeting of their own. The evaluations were very favorable, with the general consensus being that the conference should become an annual event. Future conferences will maintain a balance in the program between guest speakers and programs developed by personnel in the field. The geographic factors may necessitate the holding of two regional conferences or extending the conference to two days.

General administrators as well as special education personnel were invited. The reaction from both groups was very positive. The interaction between the two groups in a situation where a topic for concern is curriculum for the mentally retarded may foster better communication between the two groups. It is hoped that such conferences in the future can be designed to appeal equally to principals as well as to special educators.

Consulting Teachers' Recognition Dinner

What a year! One of the best I have experienced. Thank you.

An annual recognition dinner is held to honor the consulting teachers who have served that year and to introduce the new group. The dinners have been held in conjunction with training sessions and as part of the drive-in conference. The program includes presentations by the State Superintendent of Public Instruction and the Dean of the College of Education. The emphasis is 100 per cent on the contributions of the consulting teachers. Framed award certificates (See Appendix C) are presented to each consulting teacher. In an attempt to institutionalize the position of consulting teacher, the same style of certificate is used each year. They are professionally designed and include the SECDC seal, as well as seals from The University of Iowa and the Iowa State Department of Public Education.

While the award in itself is not extraordinary, it does acknowledge their efforts, and represents an awareness of their service. The awards can be displayed and serve as a reminder to others that they have served in the capacity of a consulting teacher. This in itself places them in a position not held by many teachers. In the three years that SECDC has been operating, only forty teachers have served as consulting teachers. This is less than 5 per cent of the total number of special classes in Iowa. They, in essence, become a member of a select group of teachers which is well known throughout the state.

In-Service Training Films

In an attempt to provide a resource for in-service training for persons other than special class teachers who are interested in the education of the mentally retarded, SECDC has become involved in the production of in-service training films. Presently, five films are in the process of being developed, each dealing with an aspect of curriculum development. The intent is to produce films which can be used independently of the SECDC model for in-service training purposes. They can be used with administrators, regular classroom teachers, or with special education teachers in addition to the in-service training they receive from the SECDC field sessions. The films currently represent an attempt to experiment with different techniques for producing in-service training films. The major concern is to produce a product which conveys information and which can be produced within limited financial resources. The films which have been completed are as follows:

Developing Experience Charts
11½ minutes, color, animated.

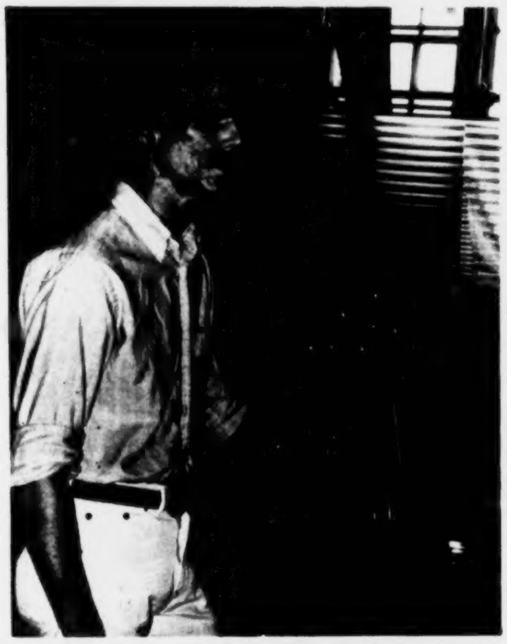
Broadens the definition of the experience chart's role in teaching mentally retarded children, and suggests some ways in which charts can be programmed for more relevance to the total learning experience.

Guideline for the Development of Life Experience Units For Use With Mentally Retarded Children.
Black and white, a film in two parts (total time: 39 minutes)
Part I – Preliminary Steps
Part II – Lesson Plans

How to get the most out of unit teaching. Outlines a systematic, step-by-step approach which teachers can use to build scope, relevance, and continuity into their individually developed units.

Inductive Teaching for the Mentally Retarded
30 minutes, black and white.

Illustrates with classroom examples a set of questioning approaches and readiness activities which the teacher can use to help her retarded students develop their independent reasoning ability. Made in conjunction with Yeshiva University.



Developing Instructional Objectives
10 minutes, color, animated.

Shows through examples the steps involved in composing instructional objectives. Discusses the relationship of instructional goals to curriculum development, and illustrates how those goals can be cast as useful tools for planning, teaching, and evaluating.

So You Want a Better Teacher?
15 minutes, color, animated.

SECDC's model of in-service training for teachers of the mentally retarded. An overview of the SECDC in-service training system with a focus on the leadership role of the consulting teacher. Illustrates the nature of SECDC's interagency involvement, and documents the SECDC dissemination system from production to training session to field session. The film begins with a recognition of the problems faced by special class teachers, works toward an understanding of the responsibilities of the consulting teacher, and concludes with an inside view of the SECDC system at work.

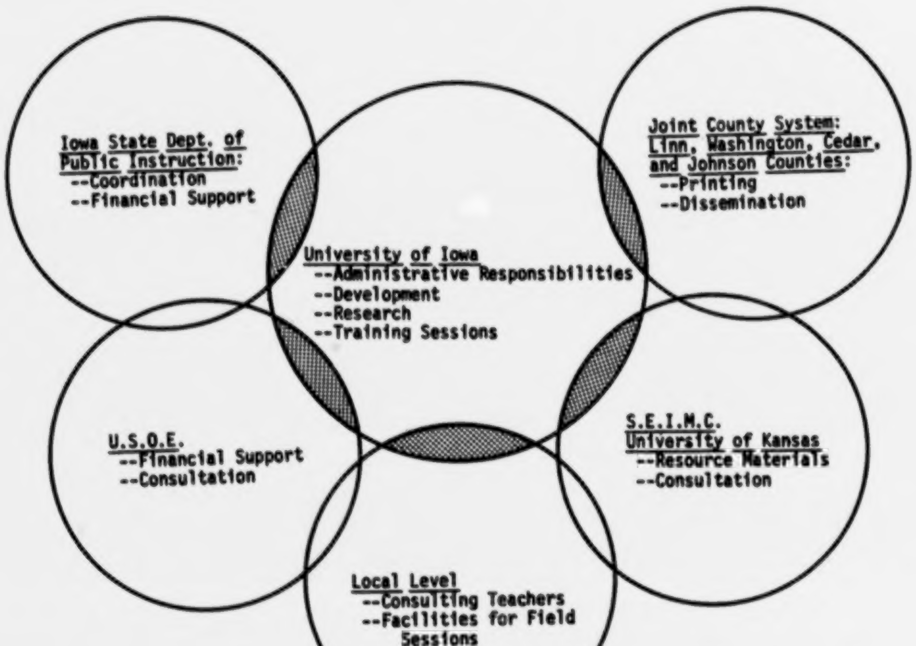
CHAPTER VI

ORGANIZATIONAL MODEL FOR OPERATIONS AND CONTINUATION

Representatives of educators from the classroom to the university play a role in making the SECDC model an operational service. The organization's plan is based on the premise that efficient involvement of educational agencies results from matching expectations with the logical function of agencies, and through well-defined roles. To ask an agency to develop materials when, historically, its function has been one of regulation or supervision, or to place coordination responsibility on an agency which views its function as one of research or training, is presumptuous. It also breeds mediocrity. An agency might well carry out the foreign assignment, but not without difficulty. On the other hand, if a role can be defined for an agency which is within its domain of operation and for which it is equipped, the agency is more likely to enter the cooperation venture and effectively carry out its new assignment.

Closely related to the principle of role and function in terms of agency involvement was the belief that investment results in commitment. If the long range objective – establishing the model as an operational service beyond the demonstration grant period – was to be achieved, participants of cooperating agencies would have to demonstrate sincere commitment. The investment of each agency in terms of finance, staff, and other resources increased each year of the project.

AGENCY ROLES


Iowa State Dept. of Public Instruction:
--Coordination
--Financial Support
Joint County System: Linn, Washington, Cedar, and Johnson Counties:
--Printing
--Dissemination
University of Iowa
--Administrative Responsibilities
--Development
--Research
--Training Sessions
U.S.O.E.
--Financial Support
--Consultation
S.E.I.M.C.
University of Kansas
--Resource Materials
--Consultation
Local Level
--Consulting Teachers
--Facilities for Field Sessions

It is encouraging to know that there is a concern at the state level for good teaching materials for our youngsters.

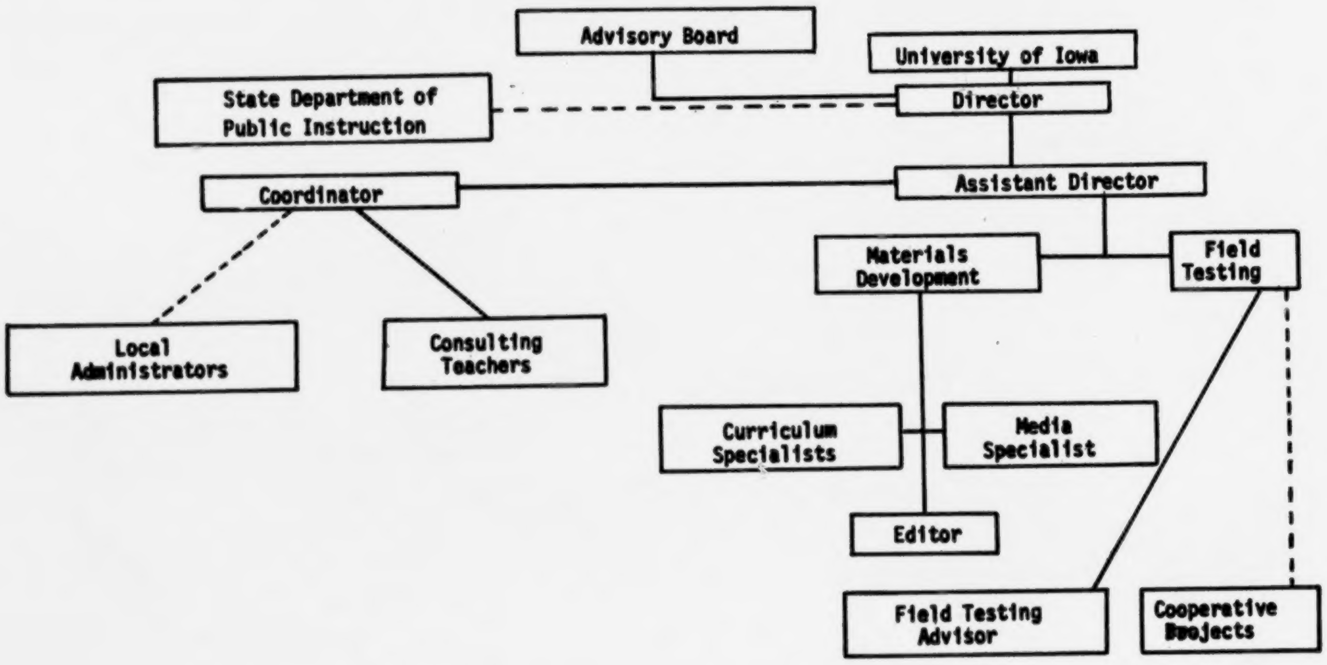
SECDC's staff was comprised almost entirely of part-time personnel. The coordinator, although full-time, also assumed other duties with the State Department. One curriculum specialist was employed full-time during the last year. The selection of staff members was also guided by an attempt to match skill and talent with the task to be accomplished. The large resource of skilled persons available in a university setting made it possible to employ persons on a short-term basis for specific tasks. This approach was used rather than maintaining a full-time cadre of three or four persons to fulfill all of the tasks which were inherent in the project.

Administrative Organization

During the demonstration period the roles of agencies, as well as the administrative structure, were modified. The emphasis was on developing the most workable structure. While the influence of personalities on administrative structure and the participating agencies cannot be overlooked, the structure which is involved is more contingent on an understanding of roles than on relationships or personalities.

FIGURE 4

ADMINISTRATIVE STRUCTURE


Advisory Board
University of Iowa
State Department of Public Instruction
Director
Coordinator
Assistant Director
Materials Development
Field Testing
Local Administrators
Consulting Teachers
Curriculum Specialists
Media Specialist
Editor
Field Testing Advisor
Cooperative Projects

Although the involvement of each agency in the SECDC model was narrowly defined, the focus of activity and responsibility centered at The University of Iowa. This was, in part, due to the funding of the demonstration grant, and partially due to the importance of the development function to the model during the early stages of the project. The amount of liaison contact between and among agencies was dependent on the particular role of the agency in the project. The funding and monitoring procedures of the U.S.O.E. necessitates systematic contact, but not active involvement. The local participation was primarily through the consulting teachers who were extensively involved in the actual operation of the project. The resources of the University of Kansas Instructional Materials Center were utilized by the development staff. Their consulting service was integral to the establishment of a system of associate centers in Iowa. A major investment in liaison activities was required in coordinating the efforts of the State Department, the University, and the Joint County System. This was greatly facilitated by assigning the coordinator to the State Department staff, and by establishing close working relations between the development staff and the printing staff of the Joint County System.

The IMC aroused a lot of interest.

Financial Support During Three Year Demonstration Phase

The major financial contributors to the SECDC project during the three-year demonstration period were the U.S.O.E., the Iowa State Department of Public Instruction, and The University of Iowa. While the contributions of each increased during the three-year period, the services were also greatly expanded. Because the project was initially conceived as an experimental service, the total project was supported from the budget resulting from combined contributions. No function was absorbed by participating agencies. This means that the budget reflects the actual costs incurred in operating the project. However, during the continuation of the program beyond the grant period, many functions will be absorbed by existing staff members of cooperating agencies, and some services, e.g., film production will be discontinued. Consequently, the costs projected for continuation will be considerably less.

The grant period was from November 1, 1966 through October 31, 1969. Thus, the project year follows this pattern rather than the school or calendar year.

The total costs per year, plus the increased investment of major contributors to the project, is reflected in the following table:

AGENCY FINANCIAL SUPPORT, DEMONSTRATION PERIOD

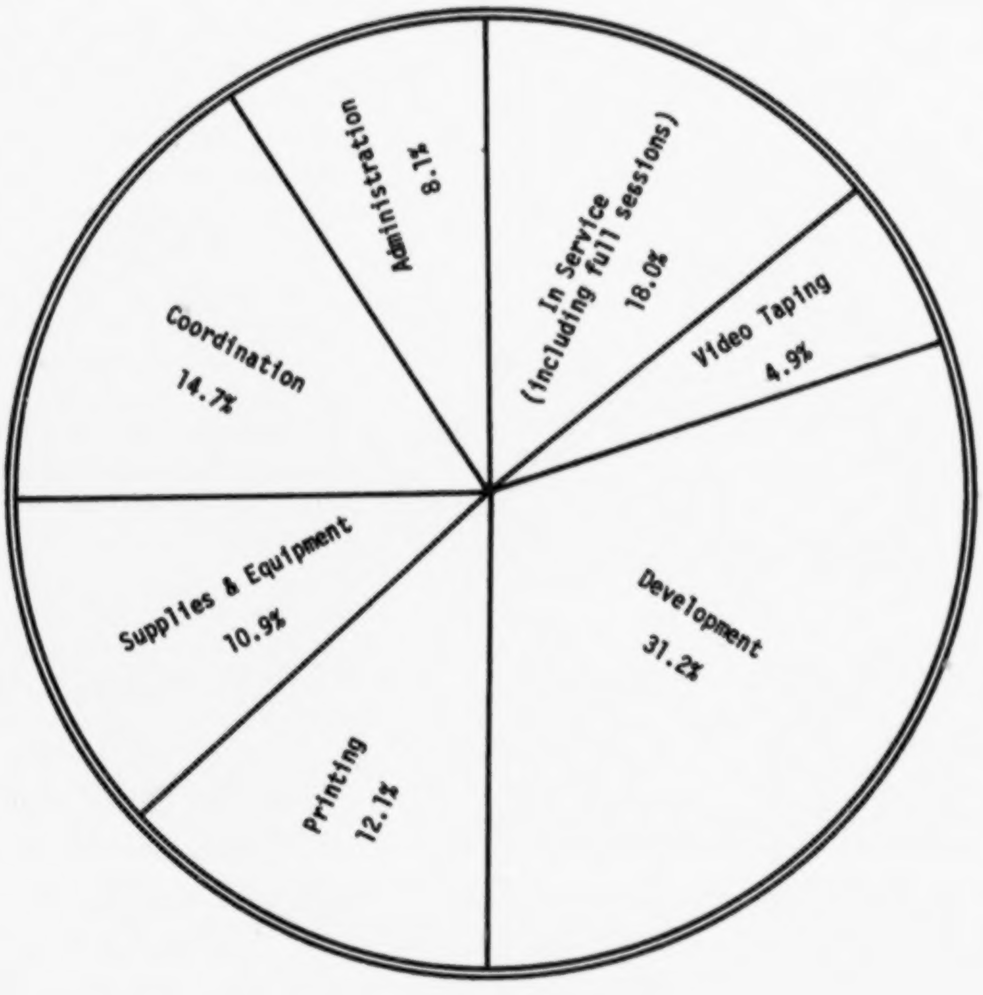
Agency	1966-67	1967-68	1968-69
U.S. Office of Education	67,952	69,610	107,700
Dept. of Public Instruction	1,500	31,500	28,000
University of Iowa* **	11,178	13,775	15,124

* This is the amount available after indirect costs have been deducted.
**Facilities, equipment, and administrative costs.

For the purpose of clarification, the budget for the third year (1968-69) will be presented according to the percentage of funds allocated to the major functions. It should be noted that the budget for this particular year does include funds for activities which will not be included during the continuation. The last year is, however, most representative of the services planned for continuation as an on-going service of the State Department.

Figure 5
COST ANALYSIS BY FUNCTION

1968-69 % of Total Budget



Implementation of the SECDC Model as an On-Going Service Beyond the U.S.O.E. Grant Period

In speaking for the State Department, I would say that in-service training is a logical function for us to invest in.

The matching of tasks to be performed with agency roles continues to receive emphasis during the implementation phase following termination of grant funds. The primary change relates to the assignment of major administrative and financial responsibility. Whereas the University assumed the administrative role during the grant period – with the State and U.S.O.E. making the greatest financial investment – the State Department will assume both roles in the implementation of the model as an on-going service. The experience gained through the three-year demonstration phase allowed for the agency roles to be refined, and for procedures to be established which ease the tasks of the various agencies in carrying out their responsibility.

The division of labor by operations and development is a meaningful approach.

In analyzing the many activities inherent in the model, it is evident that two major categories of functions exist. They are operations and development. Within each category are tasks which can be undertaken by different agencies. For purposes of clarification the tasks in each category will be briefly outlined.

Operations

General Administration

Coordination of overall project.
Scheduling of all sessions.
Selection of topics.
Employment of personnel.
Contractual agreements.

Conducting Training Sessions

Schedule.
Arrangements.
Program.
Field Testing.

Printing Materials

Final Typing.
Printing.
Mailing.

Coordination of Field Sessions

Scheduling.
Corresponding with consulting teachers.
Evaluating.
Assisting consulting teachers.

Orientation of Administration

Correspondence.
Group Meetings.
Liaison with directors organization.

Expansion of Service

It seems to us that the SECDC model should be effective in other areas of education.

Application of SECDC model to other personnel.
Films.
Special conferences.

Development

Development of Materials

Research curriculum topics.
Write materials.
Coordinate development staff.
Prepare for printing.

Field Testing

Select materials for testing.
Agreement with district.
Liaison with local district.
Monitor testing.
Evaluate results.

Research

Determine problems.
Develop procedures.
Arrangements for subject.
Analysis.
Relate results to development of materials.

Participation in Training Session

Organize program.
Select participants.
Prepare presentations on SECDC materials.

Curriculum Consultation To State Department

Assist on curriculum projects.
Advise on programming.
Assist in institutes.

Two additional functions permeate both categories. They involve financial support and the decision-making process on the nature of materials to be developed as input into the field sessions. The financial support will be the responsibility of the State Department; however, the decision-making process will be shared with a policy board.

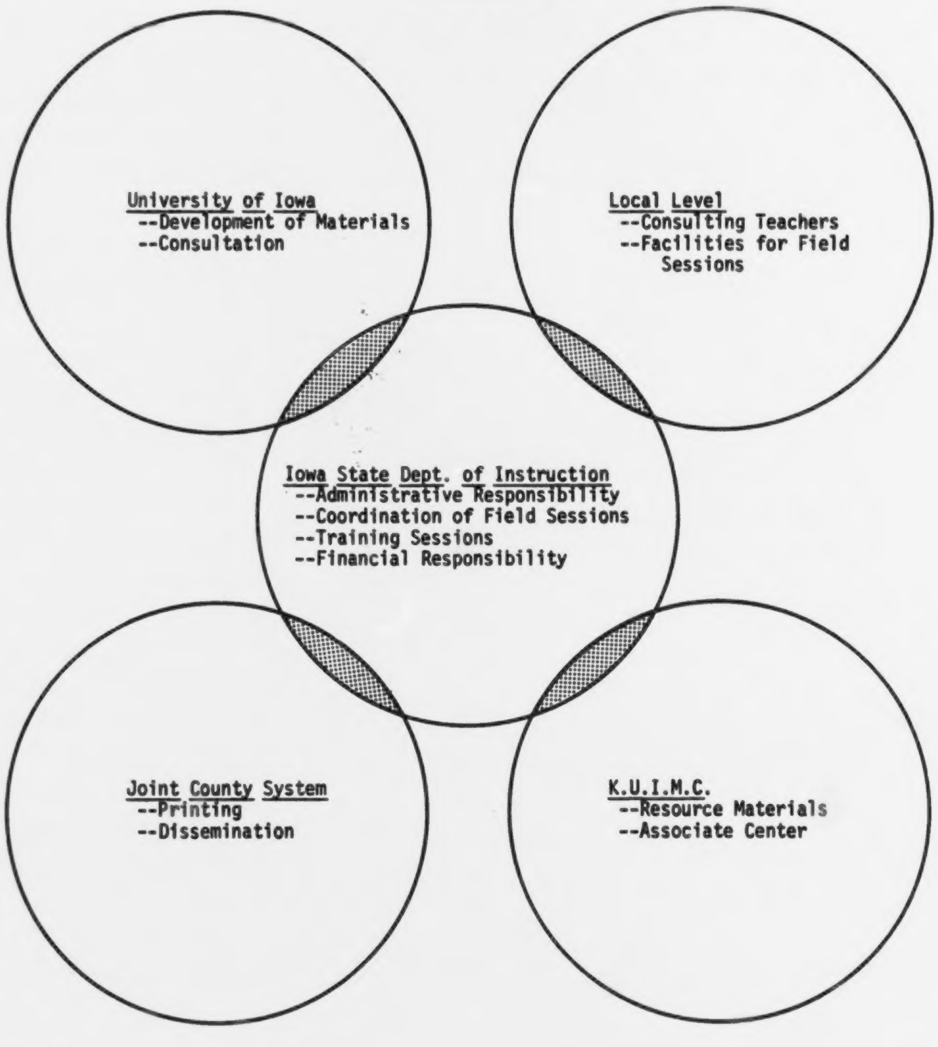
Policy Board

In contrast to the role of the previous advisory board, this board (See Appendix B) will have responsibility for the major policy decisions. It will establish policies regarding the services to be provided, as well as to determine the type of contractual agreements with related agencies which will be necessary to carry out the agreed upon services. The policy board will be comprised of the following:

1. The State Superintendent of the State Department of Public Instruction.
2. State Director of Special Education.
3. Dean, College of Education, University of Iowa
4. Chairman, Division of Special Education, University of Iowa.
5. Representative of the Iowa Association of Special Education Directors.

As administrators of local programs, we feel we can make a contribution to the policy decisions of SECDC.

AGENCY INVOLVEMENT
CONTINUATION PLANS


University of Iowa
--Development of Materials
--Consultation
Local Level
--Consulting Teachers
--Facilities for Field Sessions
Iowa State Dept. of Instruction
--Administrative Responsibility
--Coordination of Field Sessions
--Training Sessions
--Financial Responsibility
Joint County System
--Printing
--Dissemination
K.U.I.M.C.
--Resource Materials
--Associate Center

Although the same basic agencies remain involved, the major responsibilities now focus on the State Department. Two contractual agreements have been entered into by the State Department. One is with the Joint County System for the printing and dissemination of the curriculum materials. The other is with The University of Iowa for the development of materials. The agreement with the University is for the development of materials in a form ready for printing. The University, using the support funds provided through the contractual agreement, will employ a development staff. The responsibility for developing the materials for printing and delivery to the Joint County System will be assigned to the University.

The experience gained from the three-year experiment stage should sufficiently equip us to assume responsibilities for the revision and development of service which will be necessary to continue the program.

The State Department will coordinate the in-service aspect of the model in much the same fashion as discussed in the previous chapter. The only changes in the model will relate to administrative tasks. The service will remain the same and the model, in essence, will be unchanged.

Financial support projected for the first year of continuation:

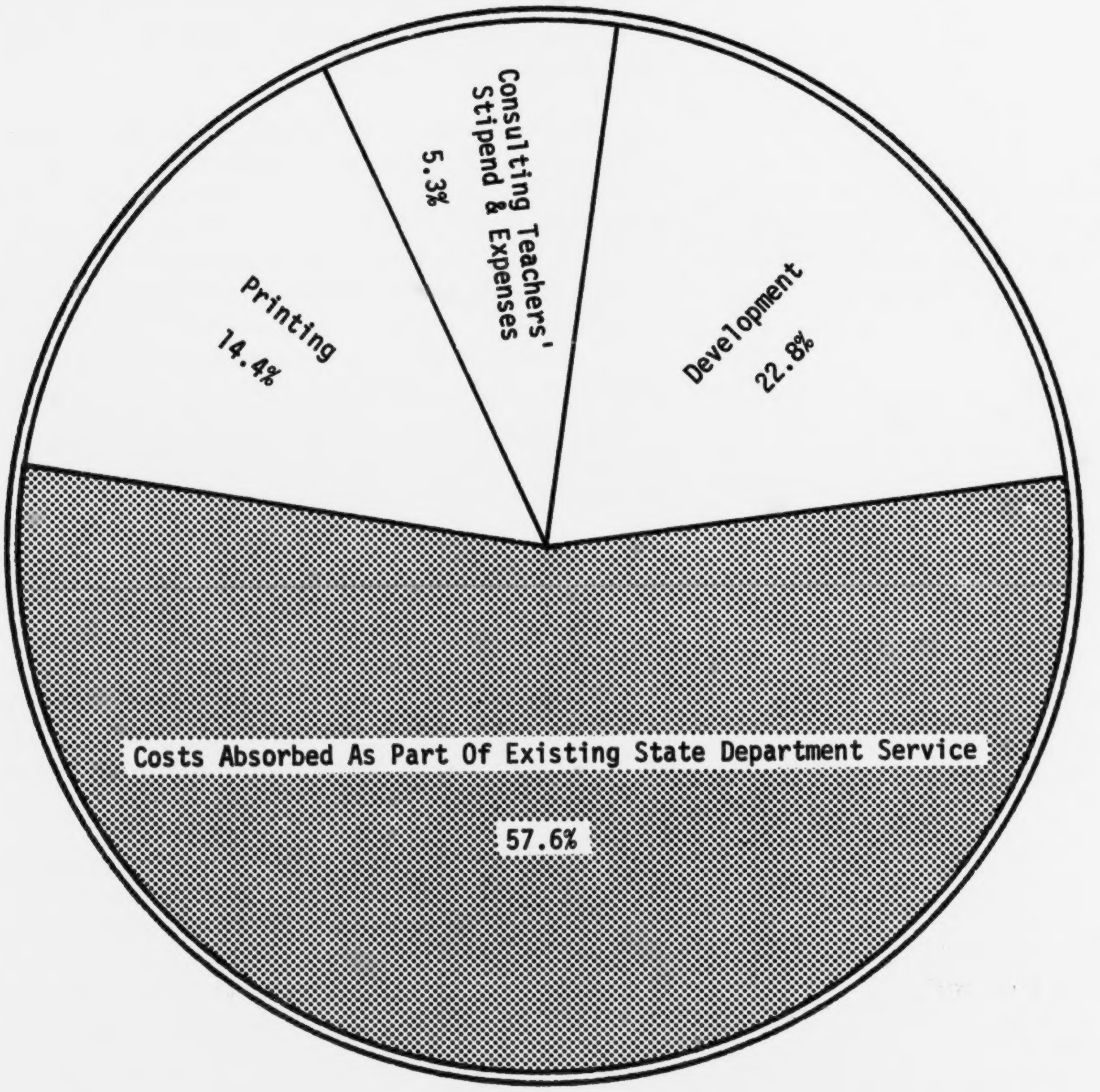
The general administrative tasks will be assumed by existing staff members of the State Department of Public Instruction. Instead of employing a specific person to coordinate the field sessions, this responsibility will be assigned to consultants presently on the staff. With the shift of major administrative responsibilities to the State Department, the need for administrative personnel is reduced at the University. Many of the tasks related to the SECDC project in the future will not appear as line items on the budget. In general the assumption of the tasks by the State Department is justified because they relate so closely to already defined services of the State Department. The result is that the total operating costs for establishing the SECDC model as an on-going service are greatly reduced.

It would be difficult to cut printing costs unless we reduce the number of publications developed per year.

The extra funds required to support the model are dependent primarily on the type of input used in the field sessions. If curriculum material developed specifically for teachers attending the field session continues to be the input, then the development and printing costs will remain the same. In the future, should the input be in the form of material available on the commercial market, then the development costs would be eliminated as well as the printing cost. The major costs would then be for the purchase of materials. It may be that discussion topics or information could be the input. Under such an approach the costs of development and printing would be completely eliminated.

The question of cost directly relates to the type of input. The number of teachers served has minimal influence on the costs if you are serving five hundred or more teachers.

PROJECTED COSTS DURING FIRST YEAR OF CONTINUATION AS A STATE DEPARTMENT SERVICE



Possible Modifications in the SECDC Model

Might SECDC be a clearing house, on a statewide basis – a distribution center for material that could be teacher made and used on a loan basis – units, etc?

A number of alternative approaches can be taken in implementing the SECDC model. The reliance on special class teachers as a main element in the model means that the model can operate on a local, regional, or state level. The type and number of agencies involved in operating the model can vary considerably. During the demonstration phase the University played the key role. In the establishment of the model as an on-going service, the State Department of Public Instruction will be assuming the major responsibility. However, a member of the Special Education Instructional Materials Centers Network could just as easily assume the major role in the implementation of the SECDC model in any particular state.

The major considerations in modifying the model relate to the nature of the materials which will serve as input and the capabilities of available agencies to carry out the various functions. States interested in implementing the SECDC model should first identify the agencies which would most likely play a role in the program. The task then becomes one of matching the functions which must be carried out with the capabilities of the selected agencies.

We are interested in exploring the possibility of using the SECDC model in our state. Would it be possible to obtain a copy of your original grant application?

While the model appears to be most applicable on a statewide basis or in population centers where there are a large number of teachers to be served, the principles inherent in the model could be applied in a local situation with as few as 50 or 60 teachers involved. The model is basically designed to involve a large number of teachers in in-service training through an approach which requires a small basic staff. This is accomplished by making use of consulting teachers as the in-service educators.

The SECDC model is not restricted to teachers nor is it restricted to in-service training. For example, the population could be building principals, psychologists, speech therapists, or regular classroom teachers. The major factor is that the persons serving as in-service educators be peers of the population group for whom the in-service program is aimed. For example, if the in-service training model is being applied to building principals, then instead of a consulting teacher you have a consulting principal. The other elements of the model would apply regardless of the population. The model could also be utilized in an institutional setting to provide in-service training for ward attendants, aids, or recreation workers.

Why not modify the SECDC model for use with speech therapists?

The model also has the potential for retrieving information in contrast to dissemination through in-service training. For example, consulting teachers could be trained to gather data from teachers attending their field sessions. They then could retrieve the necessary data and submit it back to the central staff. There are many modifications which can be made of the SECDC model.

In replicating the model it is important to point out that while the structure is simple in design there are several principles which were employed and are very basic to the model. To ignore these principles is to ignore what may be the significant aspect of the model.

The following principles provided the base from which the decisions were made relative to designing the model

1. That teachers are capable of assuming leadership roles in developing their own in-service training systems.

2. That there should be a broad base of agency involvement. However, agencies should be asked to contribute only in the areas where they are best equipped to participate.

3. That teachers should not be asked to carry out the routine administrative tasks essential to sustaining a comprehensive in-service training program.
4. That the subject matter of in-service training should focus on those concerns most relevant to the instructional tasks of teachers.
5. That participation should be voluntary. Rewards for participation should be inherent in the system.
6. That status should be given to in-service training. Status is reflected in the investment made in the program, the value on it by administrators, and the degree to which the teacher's participation is made convenient.
7. That the financial support should be shared by all levels of educational agencies.

APPENDICES

A. Organizational Correspondence

B. Personnel

C. Teacher Awards

D. Field Session Materials

E. Agency Agreements

F. Informational Publications on Project

G. Materials Forms

APPENDIX A

ORGANIZATIONAL CORRESPONDENCE

General Announcement Letter to Iowa Educators

Announcement Letter to Directors of Special Education

Announcement Letter to Local Superintendents

Letter Requesting Consulting Teacher Nominees

Letter to Selected Consulting Teachers

GENERAL ANNOUNCEMENT LETTER TO IOWA EDUCATORS

Dear Colleague:

A major concern of administrators involved in the development of special education services for the mentally retarded relates to the instructional programs implemented in special classes. Teachers trained in special education are scarce; thus, teachers with less than the desired amount of special training are often recruited. The problem then becomes one of providing these teachers appropriate in-service training experiences to enhance their capabilities as teachers of the mentally retarded. Because most districts do not have enough special class teachers to warrant an extensive investment in in-service training, we often fall short in giving the special class teacher the necessary support. A grant has been awarded by the U.S. Office of Education for the establishment of a Special Education Curriculum Development Center on the University of Iowa campus.

The purpose of the Center will be to develop instructional materials for use in special classes for the mentally retarded and to conduct in-service training sessions for teachers in the field. The objective is to assist special class teachers in coping with instructional problems encountered in teaching the mentally retarded. Enclosed is a summary containing specific information regarding procedures and operational practices. If we are to achieve our objective of assisting the special class teacher, your cooperation and support will be essential. Only through the participation of your teachers can we help them through this service.

During recent years the Iowa State Department of Public Instruction and the College of Education at the University of Iowa have cooperated in a number of educational ventures. In general, these activities have been service oriented and aimed at the improvement of educational services in Iowa. The Special Education Curriculum Development Center is the first state-wide service in special education for the mentally retarded to be cooperatively sponsored by the Iowa State Department of Public Instruction and the College of Education.

Sincerely,

Howard R. Jones, Dean
College of Education

Paul F. Johnston
State Superintendent of
Public Instruction

ANNOUNCEMENT LETTER TO DIRECTOR OF SPECIAL EDUCATION

During the orientation meeting for directors of special education sponsored by the Iowa State Department of Public Instruction, a proposed state-wide in-service education program for teachers of the mentally retarded was presented. At that time an application for funding had been submitted to the U.S. Office of Education under Title III of Pl-88-164. We are pleased to announce that a grant has been awarded to the University of Iowa for implementation of this project, effective November 1, 1966. A Special Education Curriculum Development Center is in the process of being established in the College of Education at the University of Iowa. The purpose of the Center will be to assist special class teachers through in-service training in the areas of methods and materials applicable to the education of the mentally retarded.

Historically, superintendents and directors of special education have encountered considerable difficulty in recruiting trained special education teachers. Thus, in many cases, teachers with less than the desired amount of training have been employed. While they may develop and become effective special class teachers, their progress in the classroom will be greatly enhanced if they are aware of appropriate materials and have insight into methods which are effective with the mentally retarded. Aware of this need for providing special class teachers in-service training experiences and disseminating to them materials and ideas on curriculum, representatives of the Iowa State Department of Public Instruction and the College of Education have cooperatively planned an approach to this problem. In designing the activities to be included in the program, it is the concern of the persons involved that the project be teacher-centered and that maximum use be made of the ideas provided by teachers in the field. It is also felt that the program should have continuity in that the in-service training aspects of the program should be provided in a series and, if possible, scheduled monthly.

With these concerns as a base, the program as reflected in the following outline has been developed and is in the process of being implemented through the newly established Special Education Curriculum Development Center:

I. Organizational Structure

The project will be referred to as the Special Education Curriculum Development Center. It will be housed in the College of Education on the University of Iowa campus. The Center staff will include a half-time director, full-time coordinator, one full-time professional staff member, and three one-half time staff members. The coordinator will serve on the staff of the Iowa State Department of Public Instruction and will be responsible for coordinating the in-service training aspects of the program. The Center staff will be responsible for the production and research of materials.

II. Operational Program (Initially, the program will focus on teachers of the educable mentally retarded at the elementary and junior high levels.)

A. All special class teachers will be surveyed to determine priority needs for in-service training.

B. Materials and methods relative to expressed needs will be researched and/or developed for use in the in-service education activities.

C. Twenty master teachers from different areas of the state will be selected to conduct in-service training sessions in their geographic areas. Materials and in-service training manuals will be prepared for the master teachers by the Center staff. Training sessions for master teachers will also be conducted at the Center in advance of the scheduled sessions for special class teachers.

D. All teachers of the educable mentally retarded at the elementary and junior high levels will be invited to participate in the local sessions. Ultimately, master teachers will conduct one session monthly in their geographic areas.

E. Periodically, supplemental materials will be prepared and disseminated by the Center staff.

F. Special workshops for general administrators, special education supervisors, and ancillary service personnel will be conducted depending upon demand.

III. Finances

The grant covers costs relative to the production of materials, supplies, and salaries of staff. In addition to the Center staff, stipends will be paid to those persons selected to serve as master teachers. They will also be reimbursed for their travel expenses. Since the master teachers will be participating in training sessions on the University of Iowa campus, substitute teachers will be required. The cost of the substitute teacher's salary will be reimbursed 100% through the special education reimbursement program administered by the State Department of Public Instruction. You will receive additional information regarding procedures at a later date.

Project funds are not available for expenses incurred by special class teachers while participating in the in-service training sessions locally. However, in scheduling the sessions, attention will be given to minimizing the travel involved. While many of the sessions at the local level will be held during after-school hours, it may be necessary at times to utilize school time for the in-service training sessions. It is hoped that administrators will consider the experience of significant value to provide release time so that their teacher can participate.

In summary, the program is service oriented and the focus is on the needs of special class teachers. The results of the project, of course, will be most beneficial to those teachers who participate. Hopefully, in the future the project will provide general administrators and directors of special education direction and assistance in program development for the mentally retarded. If the project is successful in providing the teacher meaningful support in her teaching efforts, considerable progress should be made in the improvement of instruction for the mentally retarded.

Similar letters are being sent to sponsoring superintendents and special class teachers. We encourage you to visit with your administrators and teachers regarding this program. Remember that the emphasis is on assisting the teacher in the field, thus only through their participation can our objective be met.

Sincerely,

Edward L. Meyen
Acting Director

ANNOUNCEMENT LETTER TO LOCAL SUPERINTENDENTS

The purpose of this letter is to acquaint you with the Special Education Curriculum Development Center which is being established in the College of Education at the University of Iowa. For a number of years the lack of in-service training opportunities for special class teachers of the mentally retarded has been a major concern of local administrators. The services of the Center will be aimed at assisting special class teachers through in-service training in the areas of methods and materials applicable to the education of the mentally retarded.

Historically, superintendents and directors of special education have encountered considerable difficulty in recruiting trained special education teachers. Thus, in many cases, teachers with less than the desired amount of training have been employed. While they may develop and become effective special class teachers, their progress in the classroom will be greatly enhanced if they are aware of appropriate materials and have insight into methods which are effective with the mentally retarded. Aware of this need for providing special class teachers in-service training experiences and disseminating to them materials and ideas on curriculum, representatives of the Iowa State Department of Public Instruction and the College of Education have cooperatively planned an approach to this proglem. In designing the activities to be included in the program, it is the concern of the persons involved that the project be teacher-centered and that maximum use be made of the ideas provided by teachers in the field. It is also felt that the program should have continuity in that the in-service training aspects of the program should be provided in a series and, if possible, scheduled monthly.

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Similar letters are being sent to sponsoring superintendents and special class teachers. We encourage you to visit with your administrators and teachers regarding this program. Remember that the emphasis is on assisting the teacher in the field, thus only through their participation can our objective be met.

Sincerely,

Edward L. Meyen
Acting Director

LETTER REQUESTING CONSULTING TEACHER NOMINEES

The Special Education Curriculum Development Center has progressed to the stage where we are now prepared to select "Master Teachers" as in-service educators. In the letter to you dated November 21, 1966, the organization of the Special Education Curriculum Development Center and the master teacher concept were outlined. We are now asking you as a special education administrator in the field to suggest candidates whom you feel can serve in such a capacity.

The role of the "Master Teacher" is estremely important to the success of the program. While she will not be responsible for developing materials, she will be the person who conducts the in-service training sessions locally. We plan to assist her through the preparation of materials, manuals of direction, and training sessions; however she must be capable of conducting successful meetings for her colleagues at the local level. This means we are looking for a person who possesses leadership abilities as well as one who is an effective teacher. She need not be the best teacher in your program.

There are many attributes a "Master Teacher" should have. On the enclosed sheet you will find a compilation of the attributes suggested by directors of special education and consultants for the mentally retarded in the state. We suggest you review these, however, we specifically draw your attention to the following:

1. Ability to relate to people.
2. Ability to conduct group meetings.
3. Organization ability.
4. Ability to assimilate information--accept new ideas and methods.
5. Be an effective teacher.
6. Be acceptable to her colleagues.
7. She must hold Endorsement 35.

Once the Master Teachers are selected, we will stress the need for cooperation, etc., through our correspondence with all participating teachers. Of course, a major consideration will be that the teacher be in a position to attend the brief training sessions at the Special Education Curriculum Development Center in Iowa City.

Our tentative plans for the selection of Master Teachers is to solicit recommendations from directors of special education, State Department consultants, and faculty members of teacher training institutions. Once the nominations have been received, personal contact will be made with the person making the nominations and with the candidate. It should be noted that the Master Teachers selected this year will probably also serve next year. However, we would like to rotate each year so that over a period of years other teachers will be given an opportunity to develop their leadership skills and to increase their competencies and knowledge as a special class teacher. We feel through providing the training sessions and experiences for Master Teachers that ultimately those teachers who have had this experience will be able to continue supplementing the in-service training and provide consultative services at the local level.

Please complete the enclosed form on your nominee. We hope that you can narrow your nomination down to one person. However, if you would like to nominate two, please do so. It may be that presently you feel that you do not have a teacher on your staff who is ready for this type of experience thus you may wish to withhold your nomination for another year. If this is the case, please notify us accordingly so that we will not be waiting for your nomination before we begin the selection process.

We thank you for this cooperation and look forward to receiving your nomination. We recognize that from time to time we will be making impositions on you by requesting information and hope that you join us in our enthusiasm for the project. The project should result in meaningful experiences for the teachers, and improved instruction for Iowa's mentally handicapped children.

Sincerely,

Edward L. Meyen
Acting Director

LETTER TO SELECTED CONSULTING TEACHERS

Dear

Congratulations! You have been selected to serve as a Consulting Teacher for the statewide in-service training project being initiated by the Special Education Curriculum Development Center. Your selection is a sincere compliment to you and your school district. You will be interested in knowing that only twenty teachers in the state have been selected to participate as Consulting Teachers.

With this honor goes considerable responsibility for the success of the project. Our basic objective is to disseminate ideas and materials to special class teachers through monthly in-service training sessions at the local level. The Consulting Teacher will conduct the local sessions and will participate in training sessions at the Special Education Curriculum Development Center on the University of Iowa Campus. You will be reimbursed for your expenses in addition to receiving a stipend of $25.00 per day while attending the training sessions at the University. A $50.00 honorarium will be paid to you for conducting each local training session. The honorarium for the local sessions covers the time spent preparing your presentation.

Our plans are to conduct two training sessions at the University of Iowa this spring. The first will be March 9 and 10, 1967 and the second will be held in April. The Consulting Teachers will then return to their home areas and conduct a similar session of approximately two hours in length. This means that you will make two trips to Iowa City this spring and conduct two local training sessions in your home area. The Consulting Teachers selected this spring will also serve during the 1967-68 school year. We have conferred with your Director of Special Education who has in turn visited with your employing Superintendent. Feel free to visit with them before returning the enclosed acceptance form. If you have additional questions or concerns, please contact me accordingly.

This project is somewhat of an innovation of in-service training, however, it offers an opportunity to make a real contribution to the development of special education services for the mentally retarded in the State of Iowa. Hopefully, you share our enthusiasm and confidence in this project. We of course would be remiss if we did not acknowledge cooperative efforts of teachers like yourself can this project be successful.

A form is enclosed on which you can indicate your willingness to participate. Upon return of this form you will receive more specific information regarding your geographic area, the number of teachers involved, and detailed information on the first training session scheduled for March 9 and 10, 1967. I should mention that the first session at the University will begin on Thursday at noon.

I look forward to receiving your response.

Sincerely,

Edward L. Meyen
Acting Director

Encl.

PLEASE RETURN IMMEDIATELY

_____ I accept the appointment as Consulting Teacher with the Special Education Curriculum Development Center.

_____ I will not be able to accept the appointment as a Consulting Teacher.

Name_________________________________

Preferred Mailing Address_____________

____

Date_________________________________

APPENDIX B

PERSONNEL

Project Staff

Consulting Teacher Roster

SECDC Advisory Board

SECDC Policy Board For Continuation

Project Area Map

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER STAFF

The staffing pattern of SECDC capitalized on the availability of persons with talent required for project activities. The major compliment of the working force was on part-time short-term appointments Much of the development work was carried out during the summer when teachers were available and free to work on the staff in Iowa City. While this type of an approach to staffing a production project such as SECDC presents certain administrative demands it allows for the matching of persons with particular skills to specific tasks. The coordination of the staff was enhanced by the absence of turn over among the central staff members.

Central Staff

Edward L. Meyen, Director	Nov. 1966 - Nov. 1969
Sigurd B. Walden, Assistant Director	Sept 1967 - Nov. 1969
Munroe Shintani, Coordinator	Nov. 1966 - Aug. 1969
Phyllis Carter, Curriculum Specialist	Nov. 1966 - Apr. 1969

Part-Time Development Personnel

Patricia Adams, Curriculum Specialist	Feb. 1967 - Dec. 1967
Dan Burns, Media Specialist	Jan. 1969 - Nov. 1969
Michael D'Asto, Editorial Assistant	Sept 1968 - Aug. 1969
Keith Doellinger, Media Specialist	Sept 1967 - Feb. 1969
LeRoy Mitchell, Graphic Artist	Nov. 1968 - Aug. 1969
Susan Moran, Curriculum Specialist	June 1969 - Nov. 1969
Mary LaVay Netsell, Curriculum Specialist	Jan. 1969 - June 1969
James Stehbens, Research Assistant	Nov. 1966 - Aug. 1967
Linda Vande Garde, Curriculum Specialist	June 1968 - Sept 1969

Summer Development Personnel

1967	1968	1969
Marilyn Chandler	F. Corydon Crooks	F. Corydon Crooks
Robert LaConto	Billy Tilley	Alan Frank
Sally Vitteteaux	Frank Vitro	Carol Horton
Mary Ward	Judy Walden	Katherine Levi
		Nancy Walden
		Gordon White

Secretarial Staff

Carol Baumstone	Feb. 1967 - Aug. 1967
Dawn Billings	Feb. 1967 - June 1967
Ann Josten	June 1968 - Aug. 1969
Janice Mansfield	July 1967 - June 1968
Nancy Schmidt	Apr. 1967 - Sept 1967
Eleanor Simpson	July 1969 - Nov. 1969
Ruby Steinhiliber	Sept 1967 - Nov. 1969
Shirley Sterner	Sept 1967 - Nov. 1969
Carment Wynveen	Nov. 1966 - Sept 1967

CONSULTING TEACHERS

1966 - 1967
and
1967 - 1968

Bernadine Carlen
Winnie Carlson
Yvonne Chadek
Pearl Cords
*Evelyn Davison
*Zola Garnass
Charlene Hamilton
Nancy Kurth
James Lyons
Ann Mackey
*Eva Macklin
Joan Mouw
Ione Perry
Julia Richardson
Mary Jean Sweet
*Gladys Temple
*A. Carol Tiller
*Mary Ward
Ruth Wood
Dorothy Ziegler

1968 - 1969

Mary Curly
Evelyn Davison
Fran Dempster
Alberta Ekholm
Zola Garnass
Margaret Grassley
Mary Hickey
Sylvia Hogan
Eva Macklin
Dorris Martin
Ann Pressler
Avis Scott
Gladys Temple
Agnes Terry
A. Carol Tiller
Toni Van Cleve
Elizabeth Vogel
Mary Ward
A. Maurine Waughtal
Dorothy Weatherly

1969 - 1970

Virginia Anderson
Regina Artley
Deone Bachelor
Letitia Busbee
Fran Dempster
Alberta Ekholm
Margaret Grassley
Mary Hart
Sylvia Hogan
Pearl Justmann
Dorris Martin
Anne Ridenour
Avis Scott
Colleen Sehr
Don Shaw
Agnes Terry
Toni Van Cleve
Sally Vitteteaux
Elizabeth Vogel
Dorothy Weatherly

* Consulting Teacher throughout the duration of the Project.

SECDC ADVISORY BOARD

1966 - 1969

Louis F. Brown, Ph.D. (Chairman)
Associate Professor
University of Iowa

Richard E. Fischer
Director of Special Education
Iowa State Department of Public Instruction

Robert Gibson, Ph.D.
Director of Special Education
Polk County Board of Education

Drexel D. Lange
Associate Superintendent
Iowa State Department of Public Instruction

Ira Larson
Assistant Superintendent
Joint County System of Cedar, Linn, Johnson, and Washington Counties

SECDC POLICY BOARD

Continuation Beginning

November 1969

State Superintendent
Iowa State Department of Public Instruction

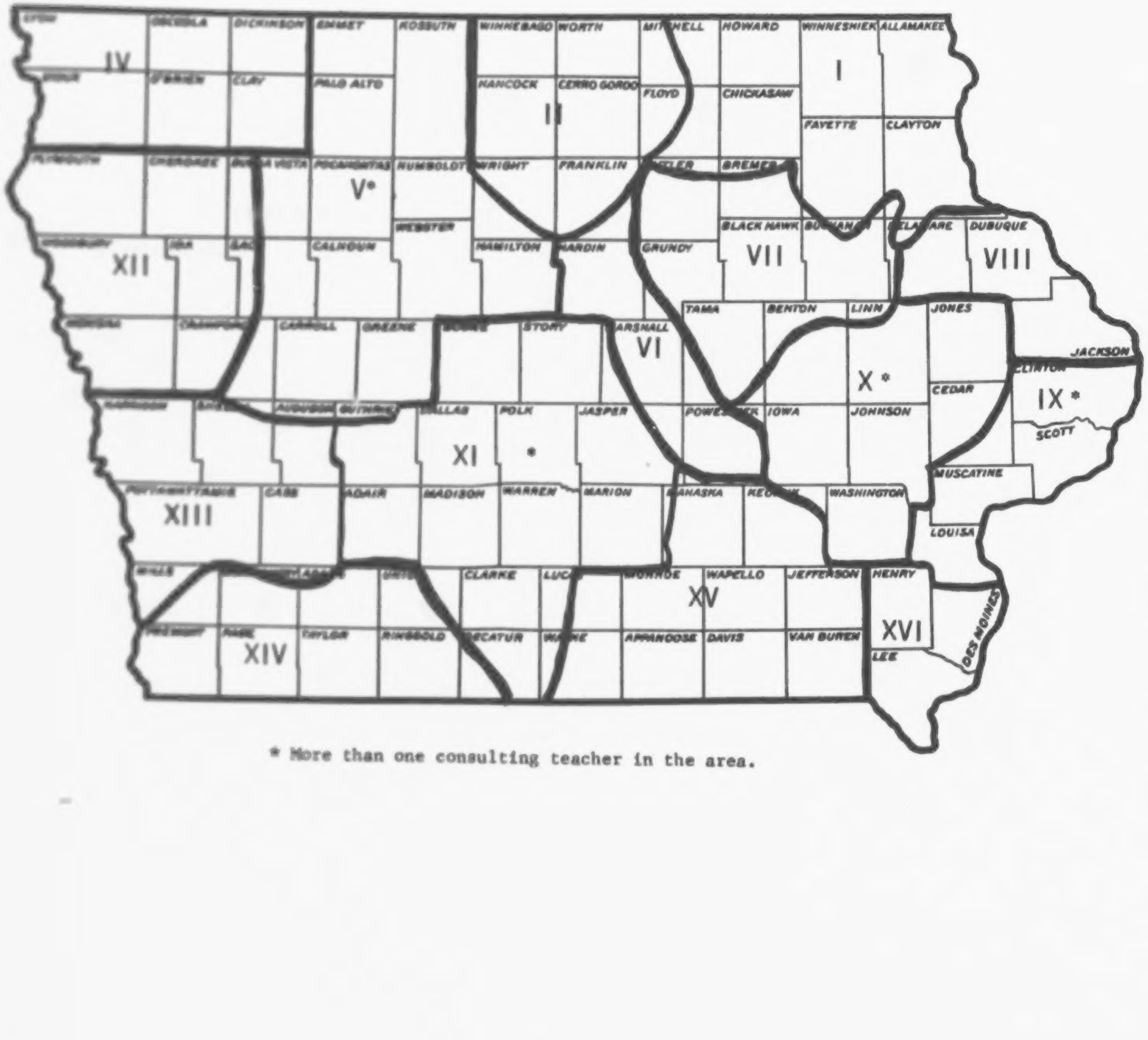
State Director of Special Education
Iowa State Department of Public Instruction

Dean
College of Education
University of Iowa

Chairman
Division of Special Education
University of Iowa

Representative
Iowa Director of Special Education Associations

PROJECT AREA MAP


I
II
IV
V*
VI
VII
VIII
IX *
X *
XI *
XII
XIII
XIV
XV
XVI
OSCEOLA
DICKINSON
EMMET
KOSSUTH
WINNEBAGO
WORTH
MITCHELL
HOWARD
WINNESHIEK
ALLAMAKEE
SIOUX
O'BRIEN
CLAY
PALO ALTO
HANCOCK
CERRO GORDO
FLOYD
CHICKASAW
FAYETTE
CLAYTON
PLYMOUTH
CHEROKEE
BUENA VISTA
POCAHONTAS
HUMBOLDT
WRIGHT
FRANKLIN
BUTLER
BREMER
WOODBURY
IDA
SAC
CALHOUN
WEBSTER
HAMILTON
HARDIN
GRUNDY
BLACK HAWK
BUCHANAN
DELAWARE
DUBUQUE
MONONA
CRAWFORD
CARROLL
GREENE
BOONE
STORY
MARSHALL
TAMA
BENTON
LINN
JONES
JACKSON
CLINTON
HARRISON
SHELBY
AUDUBON
GUTHRIE
DALLAS
POLK
JASPER
POWESHIEK
IOWA
JOHNSON
CEDAR
SCOTT
POTTAWATTAMIE
CASS
ADAIR
MADISON
WARREN
MARION
MAHASKA
KEOKUK
WASHINGTON
MUSCATINE
LOUISA
MILLS
MONTGOMERY
ADAMS
UNION
CLARKE
LUCAS
MONROE
WAPELLO
JEFFERSON
HENRY
DES MOINES
FREMONT
PAGE
TAYLOR
RINGGOLD
DECATUR
WAYNE
APPANOOSE
DAVIS
VAN BUREN
LEE

* More than one consulting teacher in the area.

APPENDIX C

TEACHER AWARDS

Consulting Teacher Award

Participating Teacher Award

Special Education Curriculum Development Center

CONSULTING-TEACHER-AWARD

1968-69

Is Hereby Awarded this Certificate of Merit
for a Significant Contribution to Special Class Teachers
and to the Education of Iowa's Mentally Retarded Children

State Superintendent
of Public Instruction

Director, SECDC

Dean, College of Education

Certificate of Participation

SPECIAL EDUCATION
CURRICULUM DEVELOPMENT CENTER
an in-service training program

This is to certify that

____

Has successfully participated in SECDC in-service meetings held during the 1968-69 school year, and in so doing has contributed to the education of Iowa's mentally retarded children

Munro Shintani
Munro Shintani
Coordinator

Edward L Meyen
Edward L. Meyen
Director

APPENDIX D

SAMPLE FIELD SESSION MATERIALS

Schedule For One Series of Field Sessions

Two Invitations From Consulting Teachers to Participating Teachers

SECDC Registration Form

SECDC Attendance Form

Consulting Teacher Order Form

Consulting Teacher Training Session Reservation

Consulting Teacher Evaluation Report

Coordinator Evaluation Report

Special Education Curriculum Development Center

Schedule for Workshop I Fall 1967

Area	Date	Place	Time
I	3-30	West Union-County Board of Education	4:30
II	5-1	Mason City - Hoover School	4:00
III		To Areas IV and V	
IV	4-11	Sheldon	4:00
V	4-5	Ft. Dodge - Riverview	4:00
	4-6	Pocahontas - Special Education Bldg.	4:30
	4-12	Humbolt - County Board of Education	4:30
VI	4-12	Marshalltown - Fisher	7:00
VII	4-10	Waterloo - Board of Education (Town)	4:00
	4-12	Waterloo - Board of Education (Rural)	4:00
VIII	3-21	Dubuque - Board of Education	3:30
IX	3-30	Davenport - Taylor	4:00
	4-6	Pleasant Valley	4:00
X	3-28	Cedar Rapids - Roosevelt (Rural)	4:00
	4-5	Cedar Rapids - Roosevelt (City)	4:00
	4-11	Iowa City - Memorial Union	4:00
XI	4-4	Des Moines and Rural - County Board of Ed.	5:30
	4-5	Ames - High School	7:00
XII	4-10	Sioux City - Board of Education	4:00
XIII	4-5	Council Bluffs - Board of Education	4:30
XIV	4-11	Clarinda - Junior High Building	4:00
XV	4-6	Ottumwa - Fairview	4:00
XVI	4-10	Burlington - Hope Haven	4:00

INVITATION FROM CONSULTING TEACHERS TO PARTICIPATING TEACHERS

Dear Colleague:

As consulting teacher for Area ____, I am happy to announce that SECDC will be continued this year. You are invited to attend the first session which will be held at________________________________
____,
on______________________________.

Six meetings have been planned for this year. The SECDC staff has promised us curriculum materials at each of these sessions. They have been preparing materials as requested by special education teachers.

Last year's mailing addresses are being used in some cases. If you have moved and are in a different area, check with your Director of Special Education to see when and where these sessions will be held.

If there are any new teachers in your area, kindly notify them about this meeting--or better yet, bring them along.

I am looking forward to seeing you at our first meeting.

Sincerely,

Consulting Teacher

INVITATION FROM CONSULTING TEACHERS TO PARTICIPATING TEACHERS

SPECIAL EDUCATION CURRICULUM
DEVELOPMENT CENTER

Dear Colleague:

Arrangements for another SECDC in-service field session have been made. It will be held at:

____

____

____

(place, time, date)

The program will last about one hour and forty-five minutes.

I am looking forward to seeing you again.

Sincerely,

Consulting Teacher

P.S.:

SECDC REGISTRATION

Area________Consulting Teacher________________________Date______________

Name (Miss Mrs. Mr.) ____ ________

Social Security number________________________

Mailing Address ____

______________________________Zip ____________________(a must)

School District ____

Level you teach TMR; EMR: Pri., Int., Jr. Hi, Sr. Hi (circle one)

Position (if other than teacher)____________________________________

Where did you teach last year?______________________________________

Did you attend SECDC session last year?_____________________________

Remarks ____

ATTENDANCE

AREA_____ DATE______________________________

SECDC FIELD SESSION

Teacher's Name____
Last First

Home Address____

Place of Meeting (city)____

Remarks____

____

Consulting Teacher's Name____

Date________________________

TO:

SECDC
W305 East Hall
Iowa City, Iowa 52240

Please send me the following:

Number

_______ Attendance Cards

_______ Travel Vouchers (made in duplicate)

_______ Stamps (ours are perforated)

_______ Invitation Cards to Teachers

_______ Evaluation Forms

_______ Stationery

_______ Envelopes

Other:____

____

Remarks:____

____

Name________________________________

Address________________________________

____

Conference April 19, 20, 21, 1967

Lodging

_____ 3 nights - April 18, 19, 20

_____ 2 nights - April 19, 20

_____ 4 nights - April 18, 19, 20, 21

_____ 3 nights - April 19, 20, 21

_____ 0 nights; will commute each day to Iowa City.

_____ Other; describe night you need lodging

Roommate Preference

_____ Single

_____ Double Share with_______________________________
(name)

_____ No preference

Meals

Meal preference on Friday, April 21, 1967 Fish _____

Meat _____

Travel

_____ Arriving in Iowa City by automobile and will be coming with

____
(name)

_____ Arriving by air or train. (Circle)

Approximate time of arrival in Iowa City Time_______________

Date_______________

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER

Consulting Teacher Evaluation Report

Name________________________________Area_____Date________________

Attendance__________________________Length of Meeting_______________

Preparation:

Did you have sufficient time to prepare for your workshop?

Yes _____ No _____

If no, what changes need to be made to allow you additional time?

Did you experience any difficulty in preparing your presentation?

Yes _____ No _____

If yes, what kinds of problems were encountered and how can the SECDC staff help you avoid these problems in the future?

Would additional media materials be of help to you in your presentation?

Yes _____ No _____

If yes, what kind, e.g., overlays, tapes, etc.?

Teacher Responses:

Teacher interest in workshop topic.

_____ Very interested - the majority felt the topic was important to the education of the EMR.

_____ Interested but not enthusiastic.

_____ Not interested - the majority of teachers did not feel that the topic was important to the education of the EMR.

Participation in discussion.

_____ Excellent participation. Many questions and comments. No problem in getting discussion started.

_____ Good participation-some voluntary questions however, most discussion was in response to questions from the consulting teacher.

_____ Limited participation. No voluntary discussion.

Teacher appraisal of material.

_____ Very worthwhile-appropriate content and good teaching ideas.

_____ Good - usable but room for improvement.

_____ Less than adequate - of limited value to the teacher.

Over-all Evaluation:

How would you rate this workshop in comparison to others you have conducted? Better _____ As good as _____ Not as good as _____

How would your rate this workshop in comparison to your expectations of a good session?
Better _____ As good as _____ Not as good as _____

Feedback:

What kinds of questions were presented by the teachers during the discussion period?

Notes to SECDC Staff (include any suggestions or comments).

Date of next meeting:

SECDC

EVALUATION OF CONSULTING TEACHER AND WORKSHOP

Name______________________________Area_____Date_________Length of Meeting____Attendance ________

Program	Observations	Needs
I. Facilities A. Room 1 2 3 4 5 B. Arrangements 1 2 3 4 5 C. Equipment 1 2 3 4 5		
II. Presentation A. Rapport 1 2 3 4 5 B. Organization 1 2 3 4 5 C. Knowledge of Material 1 2 3 4 5 D. Use of Media 1 2 3 4 5 E. Ability to Lead Discussion 1 2 3 4 5		
III. Other Observations		

IV. Evaluation: FACILITIES 1 2 3 4 5 PRESENTATION 1 2 3 4 5 RAPPORT 1 2 3 4 5
ORGANIZATION . 2 3 4 5 KNOWLEDGE OF MATERIAL 1 2 3 4 5 LEAD DISCUSSION 1 2 3 4 5 TOTAL 12345

APPENDIX E

AGENCY AGREEMENTS

Field Testing Contract With Local Districts

Reimbursement From For Consulting Teacher Substitutes

Request For Barrier Credit Notice

Attendance Notification Letter to Superintendents

Contractual Agreement Between Iowa State Department of Public Instruction and The Joint County System of Cedar, Johnson, Linn, and Washington Counties Regarding Printing Service.

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER
East Hall, University of Iowa
Iowa City, Iowa 52240

Field Testing Center Agreement

The ________________________ District hereby agrees to serve as a Field Testing Center for the evaluation of curriculum materials designed for use with the mentally retarded. All materials will be made available to the cooperating district at no cost. The cooperating district reserves the right to limit the number of participating classes.

Superintendent ________________________
Signature

Director of Special Education ________________________
Signature

Special Education Curriculum Development Center ________________________
Signature

Person to whom correspondence regarding field testing activities should be mailed ________________________ ____________________
Name Title

____
Address

List the number of classes from which participating classes could be selected:

______ Primary Classes ______ Intermediate Classes ______ Jr. High Classes ______ Sr. High Classes

467P-357SE

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moints 50309

SPECIAL PROGRAM CLAIM WORKSHEET

County Number__________________ County Name__________________

District Number__________________ District Name__________________

SPECIAL PROGRAM - In-Service Training

Sponsoring District or County Board______________________________

Name of Consulting Teacher______________________________

Area Served______________________________

Dates attended training sessions -- or set up workshops:

__________________ __________________

__________________ __________________

__________________ __________________

Substitutes pay per day______________

Number of days hired ______________

Cost of Substitute ______________

Cost of FICA ______________

Cost of IPERS ______________

Total Cost* ______________

*Transfer Total Cost to Total Cost Line of Part IV of SE-Claim Form

Date Submitted:

____

By:

____

To: Consulting Teachers
From: S. B. Walden
Date: March, 1969
Subject: Attendance at SECDC Meetings

Many of the teachers, for various reasons, would like to have us notify their superintendents or some other school official that they attended the in-service meetings that you held during the 1968-69 school year.

Give the teachers who wish to have this reported one of these sheets. Have them complete the lower part and return it to us. Please do not clip off the bottom part. Mail this whole sheet.)

We will need your name as consulting teacher because all the attendance records are filed under your name. We will verify the number of sessions that the teachers indicate they attended. If there is a discrepancy, we will contant you.

There were six sessions during the 1968-69 school year.

Date: ____________________

SECDC:

Would you kindly notify ______________________________
NAME TITLE

____
SCHOOL DISTRICT ADDRESS ZIP

the number of times I attended the SECDC in-service meetings during the 1968-69 school year.

I attended ________ sessions. (This will be verified.)

____
TEACHER'S NAME

____
ADDRESS

____
CONSULTING TEACHER

ATTENDANCE NOTIFICATION LETTER TO SUPERINTENDENTS

May 15, 1969

Dear

Your special education teacher
attended in-service workshop sessions which were organized and supervised by the Special Education Curriculum Development Center during the 1968-69 school year. This is an in-service training project which is jointly sponsored by the Iowa State Department of Public Instruction and the University of Iowa. Its purpose is to contribute to the education of mentally retarded students by upgrading the skills of Special Education teachers in Iowa.

All special education teachers are invited to attend voluntarily. The sessions are usually held after school.

Some districts are giving barrier credit for attendance at these sessions. This is the reason for this report.

The SECDC staff is already in the process of developing new materials for use in the in-service sessions planned for next year. We are hoping that your teacher will find it convenient and profitable to attend these meetings again during 1969-70.

Sincerely yours,

Edward L. Meyen
Director

AN AGREEMENT BETWEEN THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION AND THE LINN COUNTY BOARD OF EDUCATION FOR THE PRODUCTION AND DISSEMINATION OF MATERIALS PREPARED BY THE SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER AT THE UNIVERSITY OF IOWA

The Iowa State Department of Public Instruction hereby agrees to assume the responsibility for: 1) producing and disseminating materials prepared by the Special Education Curriculum Development Center at the University of Iowa, and 2) the acquisition of equipment essential to the operation of the Project. This agreement refers to the pilot project which has been approved by the Division of Special Education in accordance with Chapter 281.12.15 of the Iowa School Law and interpreted in the Departmental rules. The contracting agency will be the Linn County Board of Education. The funding year will be the 1967-68 fiscal year. An application for reimbursement, which shall not exceed $25,000, will be made by the Linn County Board of Education to the Iowa State Department for special education, according to special education reimbursement claim procedure.

The Linn County Board of Education agrees to:

1. reproduce instructional materials prepared by the Special Education curriculum Development Center staff.
2. mail materials to special education teachers throughout the state.
3. provide consultative services concerning the Project to the Special Education Curriculum Development Center staff.
4. procure equipment needed by the Special Education Curriculum Development Center for the operation of the Project services.
5. produce audio-visual aids for the Special Education Curriculum Development Center.

The conditions of Agreement include the following terms:

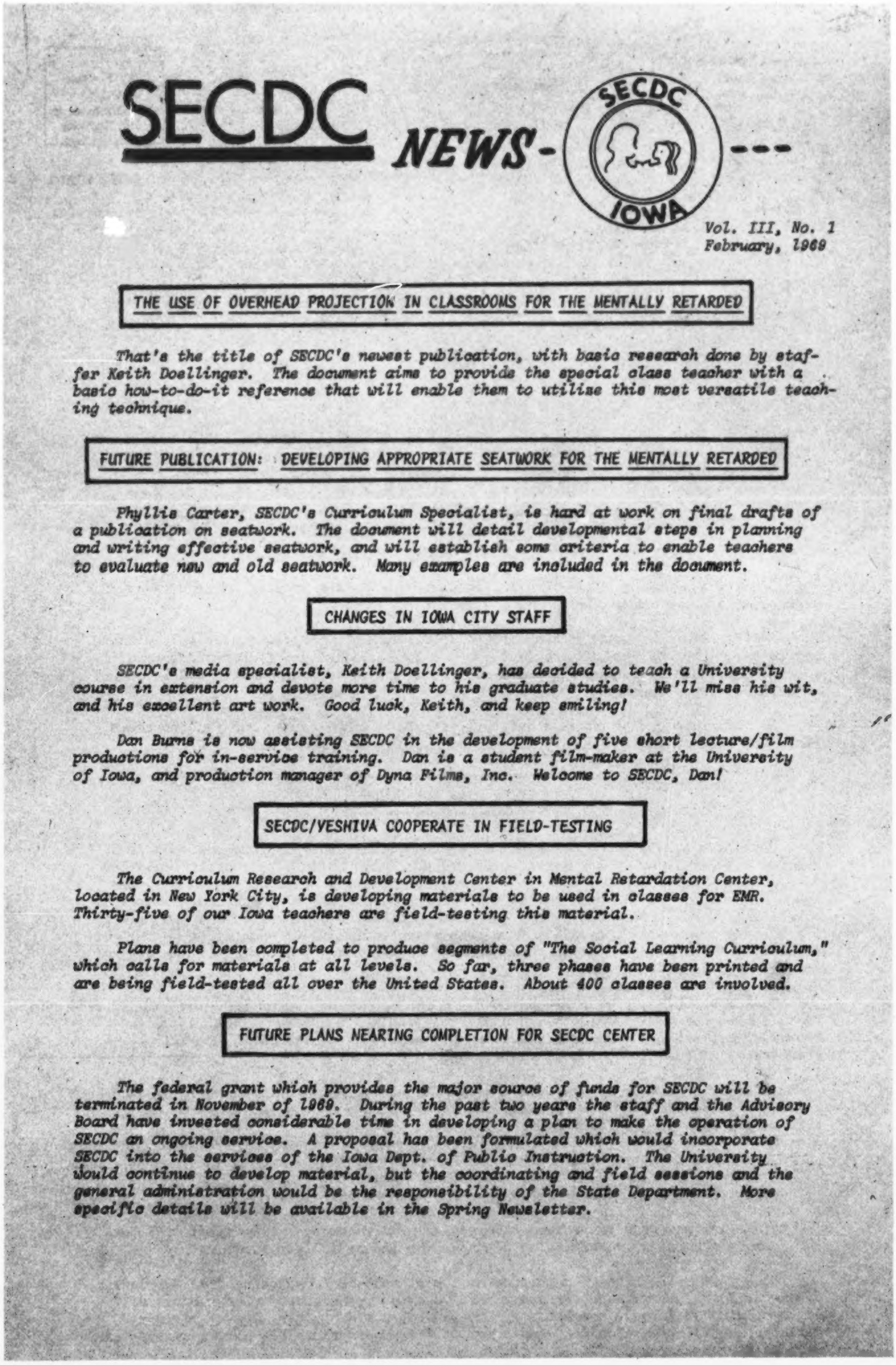
1. All requests for service by the Special Education Curriculum Development Center must be approved by the Center Director.
2. The Center will assign a staff member as liaison representative between the Center and the Linn County Board of Education office.
3. An estimate on delivery of materials and a mailing schedule shall be provided by the Linn County Board of Education office for the Special Education Curriculum Development Center.
4. The Director of the Division of Special Education at the Iowa State Department of Public Instruction will confer with the County Superintendent in June of 1968 regarding procedures for reimbursement.

APPENDIX F

INFORMATIONAL PUBLICATIONS ON PROJECT

Sample of *Newsletter*

Sample of Descriptive Brochure



SECDC NEWS---

SECDC
IOWA

Vol. III, No. 1
February, 1969

THE USE OF OVERHEAD PROJECTION IN CLASSROOMS FOR THE MENTALLY RETARDED

That's the title of SECDC's newest publication, with basic research done by staffer Keith Doellinger. The document aims to provide the special class teacher with a basic how-to-do-it reference that will enable them to utilize this most versatile teaching technique.

FUTURE PUBLICATION: DEVELOPING APPROPRIATE SEATWORK FOR THE MENTALLY RETARDED

Phyllis Carter, SECDC's Curriculum Specialist, is hard at work on final drafts of a publication on seatwork. The document will detail developmental steps in planning and writing effective seatwork, and will establish some criteria to enable teachers to evaluate new and old seatwork. Many examples are included in the document.

CHANGES IN IOWA CITY STAFF

SECDC's media specialist, Keith Doellinger, has decided to teach a University course in extension and devote more time to his graduate studies. We'll miss his wit, and his excellent art work. Good luck, Keith, and keep smiling!

Dan Burns is now assisting SECDC in the development of five short lecture/film productions for in-service training. Dan is a student film-maker at the University of Iowa, and production manager of Dyna Films, Inc. Welcome to SECDC, Dan!

SECDC/YESHIVA COOPERATE IN FIELD-TESTING

The Curriculum Research and Development Center in Mental Retardation Center, located in New York City, is developing materials to be used in classes for EMR. Thirty-five of our Iowa teachers are field-testing this material.

Plans have been completed to produce segments of "The Social Learning Curriculum," which calls for materials at all levels. So far, three phases have been printed and are being field-tested all over the United States. About 400 classes are involved.

FUTURE PLANS NEARING COMPLETION FOR SECDC CENTER

The federal grant which provides the major source of funds for SECDC will be terminated in November of 1969. During the past two years the staff and the Advisory Board have invested considerable time in developing a plan to make the operation of SECDC an ongoing service. A proposal has been formulated which would incorporate SECDC into the services of the Iowa Dept. of Public Instruction. The University would continue to develop material, but the coordinating and field sessions and the general administration would be the responsibility of the State Department. More specific details will be available in the Spring Newsletter.

We're here to help improve the quality of instruction for all mentally retarded students, so we do it in obvious ways:

- *SECDC's organization depends upon competent classroom teachers.
- *SECDC supplements available resources for Iowa curriculum development.
- *SECDC emphasizes developmental programs based on learning experiences relevant to the needs of the mentally retarded.

Special Education Curriculum Development Center
College of Education- - East Hall
The University of Iowa
Iowa City, Iowa 52240

Supported in part by
U.S.O.E. Project No. 6-2883

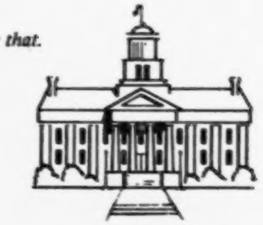
SPECIAL
EDUCATION
CURRICULUM
DEVELOPMENT
CENTER

THE UNIVERSITY OF IOWA

In-service training, built on five major agencies, using made-to-order curriculum materials, and all aimed at improving the instructional quality of special classes for mentally retarded.

People talk about us behind our backs . . . . .

. . .but we plan it like that.



First, SECDC needs help to reach its goals, and we get it:

THE UNIVERSITY OF IOWA houses us- -our offices, our staff, and all our instructional materials development work. THE UNIVERSITY is most generous with its space and equipment.

JOINT COUNTY MEDIA CENTER in Cedar Rapids, Iowa, prints our instructional material.

THE DEPARTMENT OF PUBLIC INSTRUCTION - -through its Division of Special Education- - helps SECDC by coordinating our programs throughout the state of Iowa.

LOCAL SCHOOL DISTRICT provides the facilities for our in-service training sessions, and cooperate in many ways to give teachers time to work with SECDC.

THE MONEY? Overall funds represent a joint effort by the U.S. Office of Education, The Department of Public Instruction of Iowa, and the University of Iowa.

See? These people have to talk about SECDC. Without them, we just wouldn't be around.

SECDC works two ways. . .

We organize and train teachers to teach each other.

We write curriculum materials. And they teach better than we write.

Three times a year, 20 Iowa special class teachers attend SECDC's training sessions.

We call them CONSULTING TEACHERS: highly respected by their colleagues; dedicated; experienced professionals.

Then SECDC asked all special class teachers, "What materials do you need for your classes?"

Their answers prompted us to write and publish materials like. . .

A Social Attitude Approach to Sex Education for the Mentally Retarded.
The Newspaper: A Major Supplement to the Language Arts Program for the Mentally Retarded.
Homemaking for the Educable Mentally Retarded Girl.
Reporting Pupil Progress.
Law and Authority: An Essential Part of Social Studies Programs for the Educable Mentally Retarded.
Speech Improvement for the Mentally Retarded.
Planning an Arithmetic Curriculum for the Educable Mentally Retarded.
Improving Instruction for the Trainable Mentally Retarded: A Working Document.

They can be borrowed- - all of them- - from any Special Education IMC in the national network.

Or you can buy them from:

Division of Extension & University Services
The University of Iowa
Iowa City, Iowa 52240

Once each month, CONSULTING TEACHERS hold meetings in their local area.

And every special class teacher in Iowa is invited. They don't have to come, but more than 90% do.

They meet in band rooms, board rooms, gyms- - any place where teachers can talk meaningfully.

They ask questions like:

"How can we teach respect for law and authority? Should we even try?"

"What can we do in the EMR class for the child who is emotionally disturbed, too?"

"How far should we go with sex instruction?"

"Why- -and how- -should we write detailed lesson plans?"

"How can I use a newspaper to teach reading skills?"

How about you. . .
Would you talk about us behind our backs?
Please?

APPENDIX C

SAMPLE MATERIALS FORMS

Production Schedule

Distribution Worksheet

Letter of SECDC Materials Available to People Outside the Project.

SECDC SCHEDULES 1967-68

Ready for Printer - Dates	Month	Production Activities	Ready for Printing Dates	Mailing Dates	Training Session Topics	Field Session Topics
	Aug. 1967					
Mailing Dates	Sept					
	Oct.					
	Nov.					
Training Session - Iowa City	Dec.					
	Jan. 1968					
Field Sessions	Feb.					
	Mar.					

MATERIALS DISTRIBUTION FROM SECDC

Title	Not Recd.	Staff	Spec. Ed. Tchrs.	Spec. Ed. Per.	Non-Spec.Ed. Per.	State Dept.	Others	Area Lib.	IMC	Total	No Dist.	On Hand
Social Attitudes												
Newspaper												
Homemaking												
Units (#1)												
Science												

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER
The University of Iowa
W 305 East Hall
Iowa City, Iowa 52240

Curriculum guides for teachers of mentally retarded pupils produced by SECDC are available as follows:

Developing Appropriate Seatwork for the Mentally Retarded @ $2.00

Improving Instruction for the Trainable Mentally Retarded @ $2.00

Life Experience Starter Units #1 @ $2.00

Life Experience Starter Units #2 @ $2.00

Planning an Arithmetic Curriculum for the Educable Mentally Retarded @ $2.00

Reporting Pupil Progress in Special Classes for the Retarded @ $2.00

Social Problem Fiction--A Source of Help for Retarded Readers @ $2.00

The Use of Overhead Projection in Classrooms for the Mentally Retarded @ $2.00

You may order the above from:

Campus Stores
The University of Iowa
17 West College
Iowa City, Iowa 52240

Please make all checks payable to CAMPUS STORES.

All SECDC materials can be borrowed free of charge from the Instructional Materials Center serving your area.

S. B. Walden